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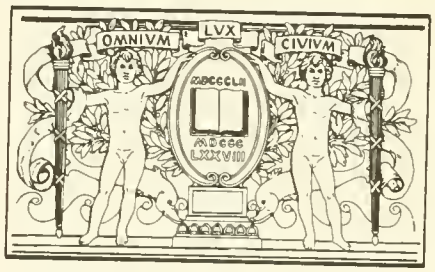

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UNIFIED FACILITIES PLAN

MANUAL FOR DISTRICT PLANNING ACTIVITIES

BOSTON SCHOOL DEPARTMENT
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MANUAL FOR DISTRICT PLANNING ACTIVITIES

Boston School Department

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THE PLAN AND ITS PURPOSES

A. REASONS FOR PREPARING A PLAN

On May 6, 1977, the U.S. Federal District Court instructed the Boston School Committee, the State Board of Education and the Public Facilities Commission of the City of Boston to jointly author and file with the Court a UNIFIED FACILITIES PLAN. The Court ruled that the plan is to "include a schedule for closings, constructions, and renovations, as well as repair and refurbishing for all facilities in all nine school districts for the years 1977 through 1986."

While the Court is centrally concerned that all Boston pupils are afforded equal educational opportunities a Unified Facilities Plan makes good sense for a number of additional reasons:

- it will allow priority attention to the schools that are most important to each district's future, to maintain and improve their educational environments.
- it will enable more careful budgeting of tax dollars for both educational programs and physical improvements to schools.
- it will reduce the uncertainties which everyone feels about declining enrollments and what they mean for the future location of educational programs.
- it will provide the solid foundation needed to get on with the challenging task of planning for the quality of education in the Boston school system.

This manual describes steps by which the Unified Facilities Plan will be prepared. It is addressed to community members, parents, students, teachers, school personnel and administrators whose input is essential in planning for the nine school districts. A plan which everyone participates in forming is one which has a good chance of success, because all have a stake in it. The information in this manual will enable district and local advisory committees to prepare recommendations on the future that they desire for their schools.

B. WHAT'S NEEDED NOW

Work on preparing the Unified Facilities Plan began in 1977. To date, enrollment projections have been prepared, each school has been surveyed in terms of its physical needs, planning criteria have been prepared and discussions have been held at all levels in the school system. Taken together, a

great deal of information is now available about Boston's Schools and how they should be used. But a plan is more than simply information. Now the task is to:

- Decide upon the future location of educational programs in each district.
- Agree on how the pattern of facilities in each district will be matched with projected enrollments.
- Agree on the plan of alterations, repairs, additions and replacements of current facilities for each district, within reasonable estimates of resources which might be available.
- Agree on which schools will be considered for joint use and those which will be considered for closing, and under what circumstances such shifts will actually occur.

Most of the debate over the past few years has been about school closings. The decision to close a school cannot be taken lightly and some closings must eventually occur. But the most important immediate decisions are to determine which schools should remain in use for the forseeable future and what their needs are to make them first-rate educational facilities. Without such decisions, the doubts about the future of the school system hang over everyone's head. Nobody is sure where improvements to facilities should occur and the overall quality of education suffers. The process for preparing a Unified Facilities Plan is aimed at planning first for continuity, and only later when all the facts are in, deciding upon changes.

C. GUIDING PRINCIPLES

The most important principles on which the Unified Facilities Plan will be based are:

- The plan should help in the reduction of inequality among students of different racial and ethnic groups in their access to educational opportunities.
- The plan must insure that each student enrolling in Boston schools must be guaranteed attendance at a school which is safe, is structurally and mechanically sound, is environmentally fit, and has adequate facilities to support a high quality of education.
- The plan must provide for adequate space and resources to satisfy regular and special programs required by law.
- The plan should minimize the amount of transportation required by students in order to attend schools which are desegregated, and should ensure that the burdens of transportation are equitably distributed among racial and ethnic groups.

- The plan should provide for the orderly reduction of surplus capacity, current and projected into the future, in facilities of the system, thereby reducing costs and improving the efficiency of the use of school facilities.

- The plan should minimize community disruption related to change in educational patterns, paying special attention to areas which have experienced the loss of school facilities in the past.

The planning criteria which follow stem directly from these principles. In a particular instance, one principle might seem to suggest quite a different way to resolve issues than another principle. Difficult choices will need to be made. But the process will be helped if everyone participating in the planning process keeps in mind what the plan is intended to accomplish.

It is also worth remembering that the Unified Facilities Plan is only one component of the city-wide educational plan the School Department is committed to preparing. The Unified Facilities Plan, which will deal with the physical resources available for education, is an important first step, but is not the only opportunity there will be to debate educational objectives and programs.

Finally, the Unified Facilities Plan should not be confused with a student assignment plan. Assignments will need to be made each year to schools designated as remaining in use. The Unified Facilities Plan will not "freeze" enrollments, but should help to assure parents and students about the future of schools to which they are assigned.

D. BASE SCHOOLS AND SUPPORT SCHOOLS

Boston's schools and programs are currently divided into two categories: Magnet Schools and Programs; and Community District Schools. The Unified Facilities Plan will assume that Magnet Schools and Programs will continue to exist, and will accommodate approximately the same proportion of students in the future as they do, allowing for changes in their capacity that will result from construction and renovation plans presently in the works.

A new concept will be introduced in preparing the Unified Facilities Plan. Within each district, schools will be divided into two categories, Base Schools and Support Schools. By making this distinction, two types of planning will be enabled: firm long range planning for the "certain" parts of the system (Base Schools) and shorter term planning for the parts of the system about which there is more uncertainty (Support Schools).

The Base Schools in each district will contain enough capacity to house all the students expected to be enrolled in regular and special programs in the district during the 1986-7 school year, plus a small amount of "slack" to allow for year-to-year flexibility in special programs. Base Schools will receive priority in budgeting for long term alterations, renovation and replacement. They will become the stable parts of the

educational system and their status will not need to be reviewed for at least five years.

Designating a facility as a Support School is not another way of saying it will automatically be closed. Many of these schools will be needed for at least several years, because today's enrollments are significantly above those for the base period (1986-7). Also, recruitment efforts may mean that a larger proportion of students enroll in the public system thereby increasing future enrollments above current forecasts. Some Support Schools will be retained if special programs are found to occupy all or part of the space available, or they may be retained because in making district assignments they are found to be critical for maintaining a pattern of desegregation. In short, there are many possible futures other than closing for Support Schools and a large part of the planning process will be devoted to finding the right future for each of these schools.

The Unified Facilities Plan will specify the usage of Support Schools at least through 1982. The U.S. District Court has ruled that by July 1, 1980, at least 50% of the surplus capacity of elementary schools must be eliminated through closings or alternate usage. Thereafter, Support Schools will be reviewed each year in the interest of early identification of any possible change in their status. In general, they will have a lower priority for expensive renovations, unless these are clearly related to new uses to be made of them for the long term future.

About three-quarters of the schools in each District will become Base Schools. The advantage of distinguishing between Base and Support Schools is that it allows plans to proceed for improving educational quality and physical facilities, without each year having to reconsider the future of every school in each District. It will also allow school, city and public officials to actively search for new uses for Support Schools so that, if the decision is eventually made to close a school, the community will know in advance and be involved in the choices about new uses for the building or the site.

E. FUTURE ENROLLMENTS

It is difficult to make accurate forecasts of the number of children that will be attending Boston's Public Schools in the future. The number of students in any future year will reflect: the overall population of the city; the proportion of the population that are of school age at that time; and the proportion that elect to attend public as opposed to parochial or private schools. The changing age-profile of the population, the amount of immigration into and out of the city, the number of children which households decide to have, and the age at which mothers have children are all changing factors which will affect enrollment levels.

Predictions for the next four or five years can be more definite than for the next ten years since most of the children who will be enrolled in Boston Schools five years hence are now living in the city. And while it is possible, although difficult, to make reasonably accurate predictions of the city-wide enrollment, it is considerably harder to pin down how many pupils will be living in each of the school districts in the future, what their ages will be and what proportions will be from different racial and ethnic groups. To arrive at district enrollment figures, the movements of households within the city and the differences in household size and type must be taken into account.

With all these difficulties, why even try to make plans based on long range predictions? Some say it would be better to simply review enrollments each year and make decisions accordingly -- which is the way planning has happened up to now. There are serious problems with such a policy. New buildings and even renovations last many years. It would make little sense to commission such costly projects without any idea how long a school will be needed. Moreover, many parents are today deciding not to enroll their children in public schools because they are unsure about the continuity of schools in their district. A more prudent policy is one which concentrates investments in school buildings which, according to the most reliable long-range enrollment forecasts, will continue to be needed as far into the future as anyone can reasonably see.

In 1977, Harbridge House, Management Consultants, provided the Boston School Department with a forecast of what enrollments are likely to be in the future. The overall picture they painted is as follows:

HARBRIDGE HOUSE PROJECTIONS - CITY WIDE ENROLLMENT

	1977-8	1981-2	1986-7
Elementary	36,571	28,472	27,654
Middle	17,975	13,216	10,304
Secondary	20,790	18,826	14,404
Total	75,336	60,513	52,362
% Decline over 1977-8	--	19.7%	30.5%

In the most general terms, they predict that enrollments are likely to decline into the late 1980's, with a general levelling off in the latter part of the decade. After 1990 there is some possiblity that enrollments will remain constant or actually rise slightly, since predicted kindergarten enrollments in 1986-7 will be approximately equal to current (1978-9) levels. But that is too far into the future to make concrete plans for expanding the school system that will be needed during the 1980's. For planning purposes, Harbridge House's 1986-7 projections seem to represent a reasonable lowest level of enrollment for considering how much school space will be needed.

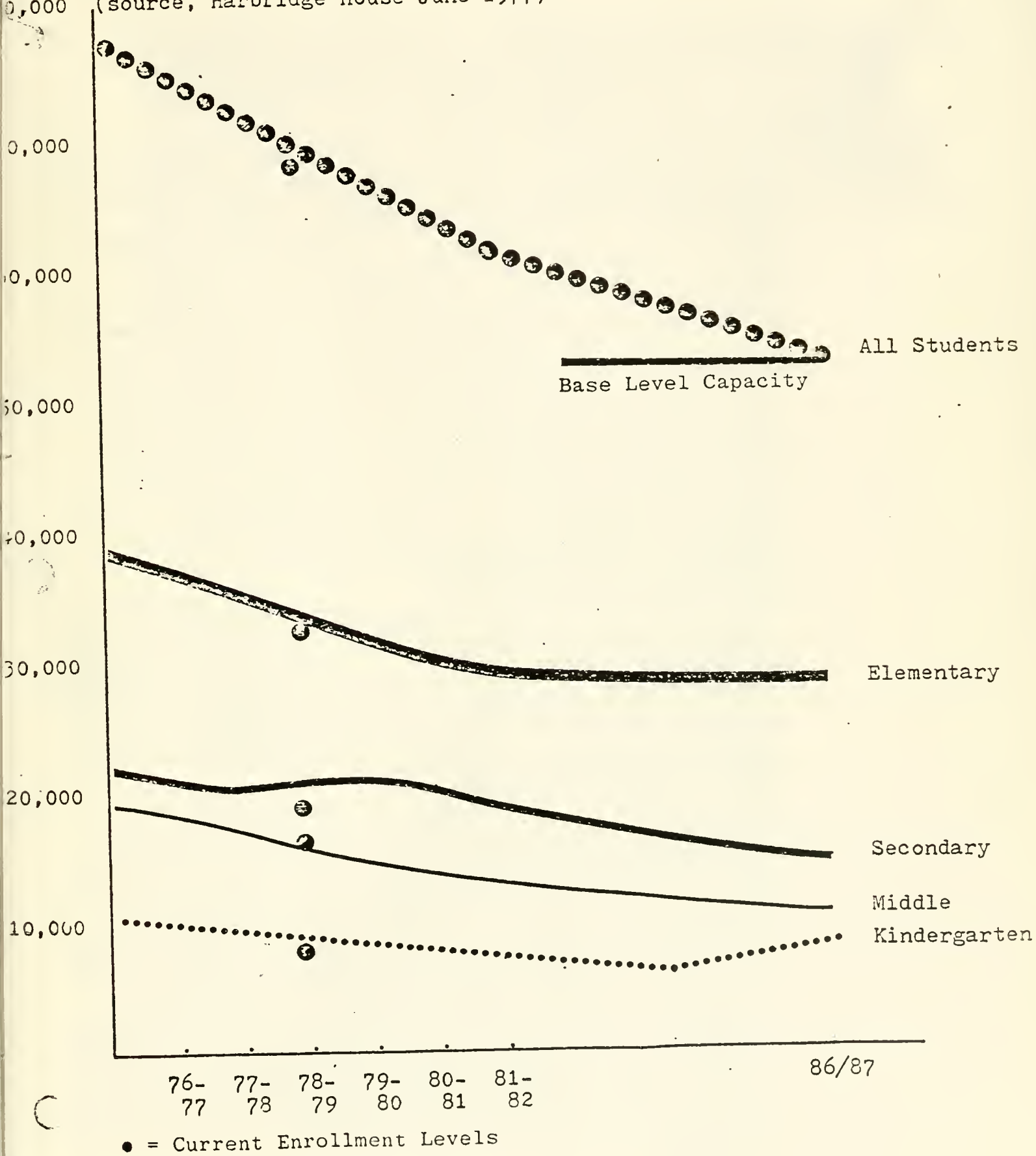
Actual enrollments over the past two years have been compared to the Harbridge House projection to test their accuracy. The comparison shows that, on a city-wide basis, there are approximately 7.6% fewer students enrolled this year in Boston Schools than were projected:

	(A) Harbridge Projections for 1978-9	(B) Actual Enrollment for 1978-9	Difference (A)-(B)	Percent Difference $\frac{(A)-(B)}{A}$ X100
Elementary	34,784	32,150	2,634	7.6%
Middle	17,230	16,238	992	5.8%
Secondary	20,814	18,860	1,954	9.4%
Total	72,828	67,248	5,580	7.6%

There are many possible reasons for this difference, but if the trends continue, it is likely that the Harbridge forecasts for 1986-7 will be on the high side. By using these projections as the basis for designating Base Schools in the Unified Facilities Plan, any decisions about converting Support Schools to other uses should not be regretted in the 1990's. If enrollments do rise slightly in the 1990's there will be space in the system to accomodate the additional students.

Because of the many uncertain factors that were used in the 1977 Harbridge House forecasts, the School Department has asked the same firm to prepare more precise estimates of future enrollments. These figures, which will be available in Summer 1979, will probably be slightly different -- quite possibly lower -- than what we have to work with now. Certainly at the level of individual school districts, the figures will enable more precise planning. However, such changes can easily be made in mid-course and are not reason to delay the initial steps in the process of district and local planning.

Enrollment Projections 1977 - 1986
(source, Harbridge House June 1977)



F. COMPUTING DISTRICT SPACE NEEDS

The Harbridge House forecasts have been used to provide the starting point for planning the distribution of programs and facilities in each district. However, it was necessary to adjust these figures in three ways to arrive at the basis for estimating district space needs:

- Harbridge House projections showed a steep decline in enrollments in Magnet Schools (District IX) which experience to date would not support. This is particularly so at the Secondary School level where they forecast 1986-7 enrollments of about 6,200 students compared to the current enrollment level of nearly 9,750 students. (Note: The Magnet Schools were a new concept when Harbridge House made their projections -- they had no history to guide their forecasts). If Magnet Schools remain as attractive as they are today, such a dramatic decrease will not occur. However, with the large city-wide decline predicted for Secondary School enrollments, it would be prudent to plan for fewer students in Magnet High Schools than are currently enrolled. Thus, we have assumed that District IX Secondary Schools will enroll in 1986-7 the same proportion of the city-wide enrollments as they now do, resulting in a base-level of about 7,500 students. We have adjusted predicted enrollments in other districts accordingly.

- Harbridge House made no projections of the number of students enrolled in programs requiring special spaces or classrooms (bilingual, substantially separate, etc.). These represent a significant proportion of the spaces needed in each district. Better information on future special program enrollment will be available later, but we have based our space need projections for Base Schools on current proportions of students enrolled in such programs in each district.

- The proposal has been filed with the U.S. District Court that a certain amount of "allowable surplus" space should be retained in the schools of each district in order to provide year-to-year flexibility in reprogramming the use of spaces. This space is, in reality, not surplus at all but rather provides the flexibility necessary to allow a district to convert a regular classroom for 26 elementary students to substantially separate classroom for 8 students, for example. The proposal to the Court is that the "allowable surplus" be set at 25% of the difference between current assigned capacity and current enrollments. This represents space for approximately 4.2% more students than are currently enrolled. We have added the same percentage of "slack" to each district in 1986-7.

In summary, the planning targets for the Base Schools in each district represent the space needed to house students projected to be enrolled in 1986-7, plus an allowance for flexibility. They may need to be adjusted slightly as a result of more accurate projections that will be available in the summer. In all cases, we have rounded the number of classrooms required upward to be safe. If anything, the targets we have set are likely to be on the high side, but in most instances revisions to estimates should not be large enough to affect the status of more than one elementary school in each district.

THE PROCESS FOR PREPARING THE UNIFIED FACILITIES PLAN

A. WHO'S RESPONSIBLE FOR WHAT?

An agreed-upon Unified Facilities Plan must be submitted to the Court jointly by the Boston School Committee, the Boston Public Facilities Commission and the State Board of Education. These three bodies have assigned the task of drafting the UFP to the Boston School Department, working closely with staff of the other two agencies, parents and their organizations, and other interested groups. As the attached chart shows, the recommendation of all these people will be organized through a series of advisory committees at both the central and school district level.

It is important to emphasize that final decisions on the UFP and its implementation can only be made by the three responsible bodies and by the Court. Thus, the sequence of decisions is:

Local and District Committees

make recommendations to

Central Planning Staff of the Boston School Department

makes recommendations to

School Committee, Public Facilities, Commission, State Bd. of E

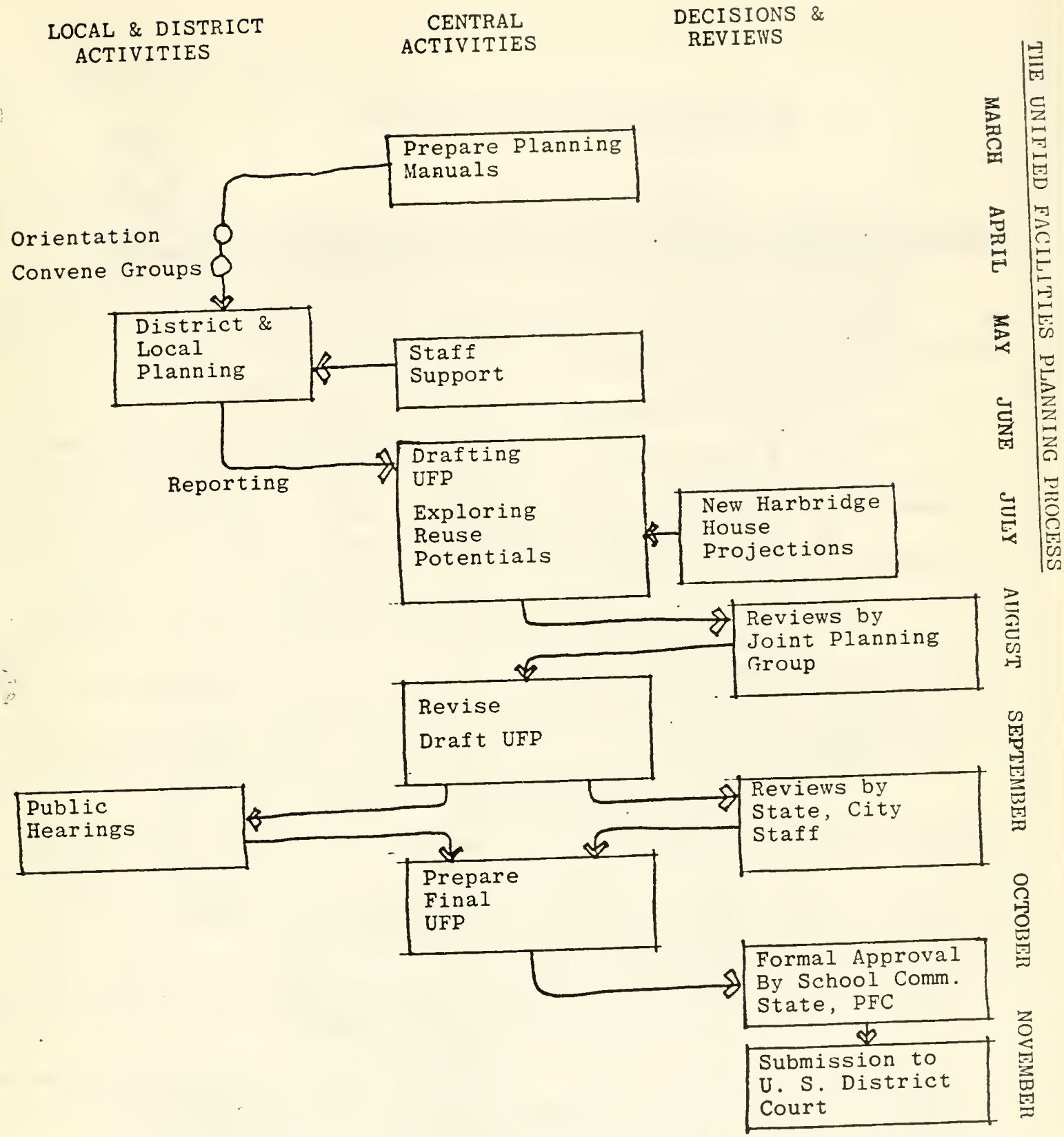
approves recommendations in plan, submits to

U.S. District Court

Central Planning Groups

The central planning staff, with advice from the advisory groups, has prepared this planning manual in order to ensure that the district recommendations are based on consistent criteria. The central planning staff will be responsible for consolidating the district recommendations into the Unified Facilities Plan and for preparing the detailed budgets of capital improvements. The Court has instructed the School Department to file a UFP by November 1, 1979.

The central planning staff is responsible for the collection, organization, and dissemination of information available either from the School Department or from outside. It will use the best technical advice available from each of the divisions of the School Department as well as from outside organizations such as universities. The Advisory Committee will review the progress in preparing the plan at each step along the way and


THE UNIFIED FACILITIES PLANNING PROCESS
LOCAL & DISTRICT ACTIVITIES
CENTRAL ACTIVITIES
DECISIONS & REVIEWS
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
Prepare Planning Manuals
Orientation
Convene Groups
District & Local Planning
Staff Support
Reporting
Drafting UFP
Exploring Reuse Potentials
New Harbridge House Projections
Reviews by Joint Planning Group
Revise Draft UFP
Public Hearings
Reviews by State, City Staff
Prepare Final UFP
Formal Approval By School Comm. State, PFC
Submission to U. S. District Court

- Reviewing the draft UFP and participating in hearings in each district during September.

C. WHAT WILL THE PLAN CONSIST OF

The Unified Facilities Plan will be a document with a 10 year outlook on facilities needs of the Boston Public Schools. It will contain two main sections: A city-wide overview which addresses issues of concern to the entire school system and which summarizes the overall plan; and nine component district plans which present the district facilities strategies along with detailed plans for each individual school.

The city-wide overview will include the following topics:

- A comprehensive view of the Boston Public School facilities, their organization, their current use and condition, and the potential for their long term use.
- The planning principles, operating assumptions and criteria under which decisions are made affecting the future use of these facilities.
- A capital improvements strategy with a ten year outlook designed to consolidate and rationalize the expenditure of capital and maintenance funds for alterations and repairs.

Each of the component district and local plans will consist of the following:

- Assumptions about the district, community, educational programs, enrollment, staffing, and facilities, projected into the future.
- The designation of the Base Schools in each district, which will house the core of the educational program.
- The discussion of the situation of each of the Support Schools in terms of the kinds of possibilities which are open for each.
- Proposals for school closing and re-use through 1982.
- Facility profiles, the statements of condition, enrollment, problems and opportunities for each school in the district.
- The improvement priorities and estimates for each school.
- Proposals for inter-district shifts, if any.
- Uncertainties which may affect the proposals.
- Implementation strategies.

THE DISTRICT PLANNING PROCESS

A. WHO SHOULD BE INVOLVED?

1. District Planning Groups

Each District Superintendent should form a District Planning Group, consisting of:

- District Superintendent as chairperson;
- Representatives chosen by -
  - BASAS
  - Boston Teachers Union
  - Community District Advisory Council (2 members)
  - Home and School Association
- Representatives of administrative and teaching staff of the districts;
- Representatives of community organizations

The size and additional composition of the committee is up to the District Superintendent. In general, it should be large enough to give broad recognition to the interests of each of the groups, but still be manageable in size as a working committee. Committee membership should reflect district racial and ethnic make-up.

The Office of Planning and Engineering will assign one person to serve as a staff resource for each district committee.

NOTE: In districts and schools where such committees were formed several months ago to review the UFP recommendations, there is merit in re-convening the same committee, if possible. This will allow the knowledge already gained to be put to use in the more precise planning now required.

B. DISTRICT PLANNING ACTIVITIES

The planning process involving district and local committees is designed to occur within an 8-week period before the end of the 1978-9 school year. Each district committee must report its results to the central Planning Group prior to July 1, 1979.

The attached chart lays out the schedule of activities that will be necessary in each district in order to produce district recommendations within the 8-week period. The schedule requires that the district committee meet eight times -- once each

THE DISTRICT PLANNING PROCESS

WEEK	DISTRICT COMMITTEE ACTIVITIES	LOCAL COMMITTEE ACTIVITIES
1	District committee formed Members read planning manual Scheduling of dates for meetings MEETING #1 - Discussion of planning targets, criteria and possible choices	Local committees formed Liaison to district committee nominated Members read planning manual Scheduling of dates for meetin
2	MEETING #2 - Discussion about and decisions on alternative Base-Support School patterns Staff documents alternatives	
3	MEETING #3 - Presentation of alternatives to local Liaisons	MEETING #1 - Liaisons present alternatives. Each committee decides upon preferred altern tive, discusses implications alternatives for their school
4	MEETING #4 - Liaisons report results of local meetings - discussion of pro's and con's of each alternative	
5	MEETING #5 - Decision on preferred alternative Staff writes report on strategy and proposed status of each school	
6	MEETING #6 - Discussion of how broader options would affect district strategy Staff writes report on options	MEETING #2 - Discussion of pr posed strategy and improvements needed to accomplish. Base Schools - physical improvements necessary. Suppo Schools - change required and impacts.
7	MEETING #7 - Consideration of local committee recommendations for improvements, priorities among them Staff drafts district proposals	
8	MEETING #8 - Committee decides upon district proposals	

week -- and that local committees will need to meet twice -- in weeks 3 and 6. We strongly suggest that all meetings be scheduled at the outset. The dates can be inserted on the process chart. The following subjects of discussion and results are expected for each of the meetings:

District Committee

Meeting #1. Subject: Planning criteria, district targets, choices. Materials in the planning manual which pertain to the district should be discussed. Any further information needed should be identified and requested from the central planning groups.

Outcome: Understanding of the problem and possible choices the district faces.

Meeting #2. Subject: Alternative patterns of Base and Support Schools for district. The group should generate and decide upon several possible alternatives for which schools might become Base Schools and what functions Support Schools might serve.

Outcome: Two or three alternative patterns of Base/Support School arrangement to be considered by local committees.

Meeting #3. Subject: Presentation of alternatives to local committee liaisons. This meeting should occur early in the week during which the first local meetings will be held. Considerations which led to the alternatives should be discussed with local liaisons, so that they have an understanding of the issues involved.

Outcome: Local liaisons have knowledge to initiate meetings with their groups.

Meeting # 4. Subject: Local meeting reports. Local liaisons should report the results of discussions with their groups, their preferred alternatives and the implications for their schools of adopting one or more alternative.

Outcome: Listing of local preferences among alternatives, understanding of considerations in making choice.

Meeting #5. Subject: Discussion on preferred pattern of Base/Support Schools. The committee should debate and come to a final decision on the preferred pattern. For Base Schools, it should decide upon preliminary distribution of programs among schools. For Support Schools, it should decide upon likely category of short and longer term use.

Outcome: District Base/Support School strategy.

Meeting #6. Subject: Discussion of Broader Options. The committee should discuss whether the district plan would be

improved by three types of policy shifts:

- Consolidation of one or more elementary and middle schools into K-8 schools.
- Shifts in district boundaries to better use facilities near district lines.
- Shifts of facilities from one district to another.

Outcome: Report to central committee on desirability of these options from district perspective.

Meeting #7. Subject: Improvements and Implementation issues. The committee should consider local committee proposals for renovations, alterations and construction for Base School in view of the likely resources available. For Support Schools, it should discuss local committee recommendations or their preferred future and investments necessary to arrive at this future.

Outcome: Capital improvements priorities and rough budget.

Meeting #8. Subject: District Recommendations. The committee should discuss the final recommendations for the district facilities plan and should identify issues which must be considered further at both central and district level.

Outcome: Adoption of district proposals.

Local Committee

Meeting #1. Subject: Alternative district strategies. The committee should discuss the several alternative strategies identified by the district committee in terms of their implications for the local school and its constituency.

Outcome: Preferred alternative.

Meeting #2. Subject: Local improvements and actions needed. Based on the district committee's recommended status and program assignments for the school, the committee should discuss the physical improvements necessary (in the case of Base Schools) or the implications of the proposed status (in the case of Support Schools) for the operation of the facility over the life of the plan.

Outcome: Recommendations on elements that must be included in plan.

The purpose of Meeting #6 requires further explanation. The planning assumptions which follow provide a clear set of limits for planning, in the interest of forcing closure on district recommendations. At the same time, it is recognized that changes in grade structure, district lines and district school inventories are worth considering, but cannot be decided without further debate at the central level. District committees

are being asked to adopt a plan based on the assumption that all three factors remain fixed. However, they are to discuss whether changes in the three assumptions would make sense in their district, and to report their findings to the central committee so that they can be taken into account in the policy debate.

This process and schedule is intended as a guide for district and local planning, not a rigid prescription. There may be reasons to change the process based on district circumstances. It is crucial, however, that whatever process is adopted be able to yield firm district recommendations within the eight-week period.

4

GUIDELINES AND TARGETS FOR DISTRICT AND LOCAL PLANNING

A. PLANNING ASSUMPTIONS

The court filing of January 17, 1979 spells out a number of assumptions that are basic to planning efforts. To these have been added other assumptions made by the Central Staff, as follows: (Further clarification in Court Planning Document #5)

- Schools must provide a positive impact on desegregation while safeguarding the continuity and stability of the education process as much as possible.
- All school facilities must be safe and must have the capacity to implement all requirements of the School Committee, state law, federal law and court order. They must provide capability for equal and quality education.
- The grade structure will remain: 1-5 as elementary, 6-8 as middle and 9-12 as secondary schools. (Each district committee is asked to comment upon the desirability of a shift in their district to K-8 schools for all, or some facilities. However, the recommendations should assume that the current grade structure remains.)
- Classes for kindergarten, special needs, bilingual and advanced work programs are district-wide programs which should be sited according to the best available facilities, desegregation potential and ease of travel. In no case is the bilingual program to take up more than 40% of the total number of classes nor are bilingual plus substantially separate programs to take up more than 50% of the total number of classes.
- The Magnet School District (District IX) will continue to operate as a city-wide district with current policies on district admission preference prevailing.
- Geocodes will continue to be used as the basis for the assignment process, although a reassignment of geocodes
- External district boundaries and schools assigned to districts will remain constant. Each district committee should seek to optimize its use of facilities currently assigned to its district. (District committees are also asked to consider and comment upon the desirability of either shifting specific boundaries or schools to other districts. However, the recommendations should assume that current boundaries remain.)

- Base level space demands reflect projected 1986-87 enrollment levels plus an allowable surplus.
- Plan for alternate use or closing of schools must consider previous closings in the district and the proportionate transportation burden resulting. The burden of proof is on the district for the rationale to keep schools open with very low enrollments.
- Renovation or new construction to replace inadequate facilities in lieu of alternate use is a solution of last resort. Again the burden of proof is on the district. Such projects should have a positive effect on desegregation.
- Each district is encouraged to adopt its own policy on the optimal mix between small and large schools that are to be included as Base and Support facilities. There is no system-wide policy on this matter.
- Each district must recommend the facilities at the elementary level which are to be terminated by July 1, 1980 in order to reduce the current (non-allowable) surplus of space by 50%.

B. CAPACITY TARGETS

The planning targets for the capacity of Base Schools in each district are shown on the following pages. These targets are expressed in terms of classroom requirements by program and level which are related to the estimated enrollments during the 1986-7 school year. The figures also designate an "allowable surplus" that can be distributed on a district-wide basis, but which should generally be allocated to schools in proportion to their size. At the elementary level, the number of currently surplus classrooms which must be eliminated by July 1, 1980 is also noted.

In relating required capacity to projected enrollments, the following Court-accepted room capacities were employed:

CLASSROOM USE

		Maximum Student Capacity
1.	Regular Program elementary classrooms	26
	Reg. middle/high school classrooms	30
2.	Bilingual Education (BL)	20
	Substantiall separate Special Needs (SS)	8
	Advanced Work (AW)	20
	Vocational Education (VE)	20
	Regular Kindergarten (K)	50 (½ day @ 25)
	Extended Day Program (EDP)	25
3.	Resource Rooms	16
	Title I, ESAA, Chapt. 636 Programs (T1)	*
	Laboratories, shops, special purpose	*
	Gymnasium, Auditorium	*
	Therapy Classes	*
	Remedial Reading	*

* Capacities vary depending upon physical facilities.

BASE LEVEL CLASSROOM DEMAND

Numbers or Classrooms

District Level		Regular	Bi-Lingual	Voc- Ed.	Advanced Work	Special Needs Sub.Sep	Special Needs R.R.	Kinder-garten	Extended Day Pr.	Title I	Allowable Surplus	Total Demand
1	Elem.	44	23	-	2	9	18	9	6	10	5	126
	Middle	25	3	-	2	5	11	-	-	2	2	50
	Second	20	6	8	-	2	6	-	-	-	2	44
2	Elem.	70	20	-	3	15	27	14	7	19	7	182
	Middle	33	6	-	2	5	11	-	-	2	3	62
	Second	15	3	-	-	1	3	-	-	-	2	24
3	Elem.	77	11	-	4	19	31	17	6	4	5	176
	Middle	38	4	-	2	8	14	-	-	-	3	68
	Second	21	2	4	-	3	5	-	-	-	2	37
4	Elem.	75	1	-	4	10	21	15	6	5	6	153
	Middle	29	-	-	2	3	9	-	-	-	2	45
	Second	19	-	2	-	7	7	-	-	-	2	37
5	Elem.	135	18	-	6	20	52	20	9	15	11	286
	Middle	53	5	-	2	5	18	-	-	2	4	89
	Second	49	-	4	-	9	10	-	-	-	3	75
6	Elem.	84	19	-	4	15	35	16	5	14	8	200
	Middle	28	6	-	2	7	12	-	-	2	3	60
	Second	26	2	3	-	4	6	-	-	-	2	43

15 April, 1979

BASE LEVEL CLASSROOM DEMAND (continued)

Numbers of Classrooms

District Level		Regular	Bi-Lingual	Voc- Ed.	Advanced Work	Special Needs Sub.Sep	Special Needs Mainstr.	Kinder-garten	Extended Day Pr.	Title I	Allowable Surplus	Total Demand
7	Elem.	55	18	-	4	13	21	12	3	9	6	141
	Middle	27	6	-	1	4	9	-	-	3	2	52
	Second.	17	8	3	-	4	5	-	-	-	2	39
8	Elem.	35	7	-	2	5	17	6	4	4	4	84
	Middle	19	3	-	1	1	9	-	-	-	2	35
	Second.	16	4	12	-	2	6	-	-	-	2	42
9	Elem.	64	13	-	4	25	25	8	9	5	6	159
	Middle	64	4	-	2	4	8	-	-	2	4	88
	Second.	227	20	11*	-	13	35	-	-	8	13	327*
T	Elem.	639	130	-	33	131	247	117	55	85	60	1507
	Middle	316	37	-	16	42	101	-	-	13	25	549
	Second.	410	45	47*	-	45	83	-	-	8	30	668*
T	All Levels	1365	212	47*	49	218	431	117	55	106	115	2724*
Room Capacities:		26/30	20	20	20	8	16	50	25	-	26/30	

15 April 79

required for post-secondary enrollment

I E LEVEL ENROLLMENT PROJECTIONS

Numbers of Students

istrict Level		Regular	Bi-Lingual	Voc- Ed.	Advanced Work	Special Needs Sub.Sep	Special Needs R.R.	Kinder-garten	Extended Day Pr.		Total
1	Elem.	1125	447	-	34	72	287	425	129		2220
	Middle	750	54	-	27	40	163	-	-		875
	Second	585	113	144	-	16	82	-	-		859
2	Elem.	1813	400	-	59	119	430	651	167		3098
	Middle	988	120	-	34	40	163	-	-		1183
	Second	424	43	-	-	5	33	-	-		474
3	Elem.	2000	208	-	71	145	438	823	139		3380
	Middle	1115	80	-	30	64	225	-	-		1281
	Second	626	29	73	-	20	76	-	-		668
4	Elem.	1945	17	-	69	78	330	726	127		2952
	Middle	868	-	-	37	20	133	-	-		898
	Second	562	-	33	-	53	97	-	-		822
5	Elem.	3489	348	-	103	155	824	993	220		5304
	Middle	1570	81	-	37	40	279	-	-		1741
	Second	1441	-	78	-	72	155	-	-		1598
6	Elem.	2168	378	-	61	116	561	788	111		3611
	Middle	865	101	-	31	53	188	-	-		1164
	Second	776	37	49	-	29	95	-	-		888

15 April 1979

BASE LEVEL ENROLLMENT PROJECTIONS (continued)

Number of Students

District Level		Regular	Bi-Lingual	Voc- Ed.	Advanced Work	Special Needs Sub.Sep	Special Needs Mainstr.	Kinder-garten	Extended Day Pr.			Total
7	Elem.	1418	560	-	73	104	331	558	71			2863
	Middle	797	120	-	17	31	144	-	-			965
	Second.	499	148	46	-	25	75	-	-			718
8	Elem.	886	139	-	32	39	262	289	80			1465
	Middle	559	53	-	15	7	133	-	-			633
	Second.	480	79	232	-	11	84	-	-			801
9*	Elem.	1658	257	-	71	194	394	362	212			2761
	Middle	1917	64	-	28	25	126	-	-			1564
	Second.	6796	395	207	-	102	560	-	-			7500
T	Elem.											27,654
	Middle											10,304
	Second.											14,326
T	All Levels											52,284
*9	Post Secondary	1078										1078

Note: Colur totals will differ slightly when added across in ummary because of rounding.

15 April 1979

BASE/SUPPORT Summary Table

NUMBERS OF CLASSROOMS REQUIRED

District	Level	Base Level Demand	Existing Supply	Support Difference (Supply-Demand
1	Elem.	126	164	38
	Middle	50	74	24
	Second.	44	50	6
2	Elem.	182	238	56
	Middle	62	57	(5)
	Second.	24	29	5
3	Elem.	176	226	50
	Middle	68	99	31
	Second.	37	50	13
4	Elem.	153	206	53
	Middle	45	64	19
	Second.	37	46	9
5	Elem.	286	390	104
	Middle	89	128	39
	Second.	75	86	13
6	Elem.	200	271	71
	Middle	60	78	18
	Second.	43	40	(3)
7	Elem.	141	213	72
	Middle	52	70	18
	Second.	39	46	7
8	Elem.	84	109	25
	Middle	35	42	7
	Second.	42	45	1
9	Elem.	159	227	68
	Middle	88	71	(17)
	Second.	327	472	145
T	Elem.	1507	2044	537
	Middle	549	683	134
	Second.	668	864	196
		[illegible]	3591	867

BROOMS NECESSARY FOR 1978-79 ENROLLMENT LEVELS:
ENTARY LEVEL ONLY

rict Level		Regular	Bi-Lingual	Voc- Ed.	Advanced Work	Special Needs Sub.Sep	Special Needs R.R.	Kinder-garten	Extended Day Pr.	Title I	Allowable Surplus	Total Demand
	E	49	26	-	2	11	15	10	6	11	6	136
	E	78	23	-	4	17	25	15	8	21	7	198
	E	81	11	-	4	20	24	18	6	4	8	176
	E	85	1	-	4	11	20	17	6	5	7	156
	E	160	21	-	7	23	41	24	11	18	13	318
	E	85	19	-	4	15	29	16	3	14	8	193
	E	67	15	-	5	16	18	13	3	10	7	154
	E	42	9	-	2	6	11	8	4	4	4	90
	E	96	20	-	6	37	21	11	13	6	9	219
otal	E	743	145	-	38	156	204	132	60	93	69	1640
oom se												
tandards Persons per room)		26	20	-	20	8	(1)	50	25	(1)	(2)	-

April 17. 1979

) Set at rrent levels
) Based upon 4.2% of occupied space; equivalent to .25 x (assignment capacity - Assigned enrollment)

COURT ORDERED REDUCTION - 1980 - 81:

NUMBER OF CLASSROOMS PER DISTRICT, ELEMENTARY LEVEL

(50% x (ASSIGNMENT CAPACITY - REQUIRED ROOMS)

District	Rooms	Demand	Current Surplus	Court Ordered Reduction As per April 12, 1979
1	130 os 7 133 mi 8 164	136	28	00 (or 10) 14 15
2	238	198	40	+ 10 20 12
3	226	176	50	25 29
4	206	156	50	25 13
5	390	318	72	36 25
6	271	193	78	39 43
7	213	154	59	29 11
8	109	90	19	9 11
9	227	219	8	10 (JM) 4 44
TOTAL	2044	1640	404	201*

*Column Total

April 17, 1979

In deciding upon the pattern of Base Schools in any district, the capacity of schools should be matched to the target enrollment as closely as possible. In general, any surplus capacity in Base Schools should not be greater than the number of classrooms in the smallest school in the district at the level in question.

For secondary schools, in most instances there will be surplus capacity in the Base Schools, since most districts have only one High School. Committees are encouraged to consider possible shifts in the use of surplus spaces in Secondary Schools to improve the quality of education.

Appendix A sets down the capacities of all facilities currently available in each district. The current allocation of spaces (and hence the current enrollments) in schools should not be considered fixed. However, allocations to any school should not exceed the Court-approved maximum capacity.

C. RESOURCE TARGETS

Final budget requirements for alterations, repairs, renovation and construction will ultimately depend upon decisions about the pattern of facilities identified for continued use, and upon a more detailed investigation of State Aid and the supportable level of new bonds. No commitments have been made by either the City or State to fund specific capital improvements -- district committees must argue the merits of each proposal and must adopt a clear set of priorities for their area. However, as a rough guide for planning purposes, the following overall limits should be considered:

- Long-Term Improvements. The previous draft Unified Facilities Plan estimated the costs of necessary long-term alterations, renovations and additions at approximately $40 million distributed over 10 years and indicate that extraordinary funding would be necessary to accomplis this. If such an amount were available and spread evenly across all the districts, this might allow approximately $430,000 per year to be spent on improvements in each district. District committees must consider the pace and priorities for improvements so that they fall well within such a limit. (In general, these resources should only be used for Base Schools.)

- Medium and Short Term Improvements. Over the past several years, School Department budgets have allocated approximately $400,000 per year out of current revenues, city-wide, to essential repairs and improvements. If this were to continue in the future, each district might have available approximately $40,000 for shorter term improvements, part of which could be allocated to Support Schools.

Beyond these, which are the most important principles for Base Schools, a number of additional guidelines should be taken into account in designating such facilities.

- The school should be structurally and mechanically sound with a life expectancy of more than 10 years.
- Renovations, alterations and site improvements over the 10 year planning period should generally not exceed more than 50% of the current estimated replacement value of the building.
- Operation and maintenance costs, on a per seat basis, should not be among the highest in the district.
- Base Schools should be important to neighborhood stability.
- Locations for Base Schools should not present serious dangers for children walking to school.
- Open spaces on the site should be adequate for recreation programs.

E. DESIGNATING SUPPORT SCHOOLS

All schools not designated as Base Schools become available for support functions in the service of district educational objectives. Some, immediately or over a longer period, may most appropriately be shifted to functions other than education. When District Committees are considering the future of Support Schools, they ought to consider the following possible purposes they could serve:

1. Intermediate use. The school could accommodate all or a portion of the student enrollment which is greater now than in the base year (1986-87) forecast. When the capacity is not needed the school must be re-classified. The designation of a school as intermediate use implies that it is adequate for short term usage without major renovations or repairs.

2. Temporary usage. The school building could accommodate students ordinarily enrolled in a Base School on a temporary basis -- for instance while major alterations, repairs, additions are made to the Base Schools. This category would be most relevant if a Base School were to be closed for one year for major renovations.

3. Joint use. This category could be applied to larger schools where a decision is reached to use only a portion of the facility for standard educational purposes, making available a substantial portion of space for another community related use, such as a local health center, CDC, district administration offices, little City Halls, library, elderly center, etc. The designation would reduce the school's capacity to that part of the building occupied by school programs. Legal responsibility for the joint use of school facilities remains with the City of Boston Public Facilities Commission.

4. Uncertain future use. This designation is to be used if a District projects the possibility of a future rise in enrollment levels above the base level, sufficient to warrant use of an entire facility. The designation of facilities in this category implies that this school should be added to the Base Schools if the base forecast shifts upward. Sources of future enrollment increases might be recapture from Parochial schools or from Magnet Schools, or the potential of large scale development in the district. Such assumptions should be documented. Note, "Intermediate" and "Temporary" Schools may also be designated "Uncertain Future Use" Schools. Another example might be a school site which is considered important geographically, to a district, but whose facilities need replacement. In this case designation of the site as "Uncertain Future Use - for potential reconstruction" may be appropriate.

5. Special case schools. This designation should flag Support Schools for potential retention even with small enrollments for highly individual reasons.

6. Desegregation schools. If certain schools, not included in the Base category appear to be critically related to maintaining or improving desegregation, then they should be designated as such. This category should not be used for all non-base schools which have a racial balance, because of the reassignment of students to Base Schools in the next few years.

7. Re-use schools. This category is to be used for schools considered as surplus in their entirety by the District, but for which the District is in a position to advocate particular new uses of the facility, based upon local community demands or considerations. The new use should be recommended.
Legal responsibility for the re-use of school facilities remains with the City of Boston Public Facilities Commission.

8. Recommended for closing. This category is to include those schools considered as surplus by the District, for which no re-use potentials are recommended. Schools in this category must include at least the number of classrooms which the Court has mandated as the minimum reduction through 1982; as shown on the tables on pages 28 & 29. For further clarification, refer to Court Planning Document #6 in appendix.

F. JOINT USE OF SCHOOL FACILITIES

One unresolved issue concerns the use of portions of school buildings for non-educational activities. While the legal and organizational issues remain to be determined, district committees may nevertheless wish to consider this option even for Base Schools, particularly in the case of large potentially divisable school buildings. Activities which could share school buildings include:

1. Local governmental offices, little city halls, Community Development Corporations, CDAC's, Job Training Programs, etc. Special consideration should be given to types of activities which may provide assistance or educational opportunities to students or staff.
2. Community Health Centers, Elderly Centers, Libraries and other social service agencies.
3. The option may exist to demolish an old and inadequate portion of a school facility, both reducing excess capacity and increasing the amount of recreational open space on a school site.
4. Local community organizations who are in a position to rent space on a long term basis.
5. In some special cases, commercial businesses or housing.

FORMAT FOR DISTRICT RECOMMENDATIONS

Each district planning committee should have prepared by the end of the 8-week period, a set of district facilities recommendations based on the principles in this manual. The district reports will be used by the central staff as the basis for preparing the Unified Facilities Plan during July and August.

In order to insure comparability and to facilitate the task of preparing the unified plan, we suggest that each district structure its report as closely as possible according to the outline which follows. Sample forms for reporting are attached at the end of this section.

Section 1 DISTRICT EDUCATIONAL FACILITIES STRATEGY

This section should be in the form of a narrative which describes the overall strategy which is being recommended to accommodate the forecast enrollment. The narrative should describe how well the plan matches the overall planning principles and how it relates to the urban geography and demography of the district. It should include a table comparing the recommended plan with the planning targets (Report Form 1). Base and Support Schools, along with schools recommended for closing in 1980-1 should be identified by symbols on a district map.

Section 2 INDIVIDUAL SCHOOL RECOMMENDATIONS

This section should begin with a list of the recommended Base and Support Schools. For Base Schools, the preliminary space allocation matrix should be prepared (Report Form 2). For Support Schools, the possible futures for facilities should be identified (Report Form 3).

Following these two charts, backup information for each school in the district should be prepared (Report Form 4).

Section 3 IMPLEMENTATION OF STRATEGY

This section should deal with the following issues:

1. Phasing of Capital Improvements. The general sequence and timing of improvements to schools should be laid out, including notes on the alternate schools which would need to be used temporarily in the event that a school must be closed during renovations.

2. Shifts in Grade Structure. Preliminary notions on the desirability of changes in district grade structure, for example, to a K-8, 9-12 or perhaps a K-6, 7-8, 9-12 structure, should be noted in the district report. This section should also describe how the recommended facilities strategy would need to be changed if grades were re-

structured and should estimate the additional costs, if any, which would be required to adapt schools.

3. Interdistrict Shifts. In exceptional cases, consideration will be given to the possibility of shifts in district lines and/or in schools assigned to each district. If particular problems in districts could be resolved only by such shifts, they should be discussed here. If such shifts are discussed, an indication of how the shifts would effect the district recommendations should be mentioned.

4. External Variables That May Have Impact. This section should note any factors that are unique to the district, but out of the control of the School System, which could require the recommendations to be reassessed in the future. For example, population changes occurring in the district and potential changes in the status of non-public schools should be noted.

5. Unique Implementation Issues. Particular issues related to dealing with individual schools should be identified here, to draw special attention to them.

Section 4 APPENDICES

The appendices should include the following:

1. A list of who has been invited to participate in the local and district planning process.

2. A list of who has been involved in the planning exercise, at the district and local levels. (Attendance lists from each of the 8 district meetings, and the 2 local school meetings will suffice.)

3. Statements by any groups of individuals involved in, or affected by the planning process. These may be references to, criticism of, or support for the final district recommendations.

4. Any other pertinent information.

APPENDIX A

Revised Programmatic Space Allocation Tables:

Programmatic Allocation for 1979-80	Room Size			BL, Reg	Subst. Sep		Res. Rms		Ad. Work		Voc Ed.		Kinderg.		Ext. Day P		Total, Spec. Programs		Regular Usage		Assign. Capacity
DISTRICT	a	b	c		SB	STUDENTS	RR	STUDENTS	AW ATC	STUDENTS	VE	STUDENTS	K	STUDENTS	AP P	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
WEST ROXBURY HIGH	41	8	3	BL			1	20									1		3	60	
				REG	4	32	6	120			4	120					14	152	33	990	1202
IRVING	29	8	3	BL															3	60	864
				REG	4V	32	7	140	2	50							13	84	24	720	
LEWENBERG	35	0	0	BL			1	20									1		3	60	
				REG	7	56	4	80									11	56	21	630	746
R. SHAW	25	5	0	BL																	
				REG	7	56	5	100									12	56	18	540	596
BARRON	9	0	0	BL																	
				REG			1	20									1		8	208	208
BATES	13	0	1	BL																	
				REG			2	40					2	100			4	100	8	234	334
BEETHOVEN	15	0	0	BL																	
				REG	3EV	24	2	40					2	100			7	124	8	208	332
CANNON	10	0	0	BL																	
				REG			1	20					1	50			2	50	8	208	258
KILMER	13	1	0	BL																	
				REG	3	24	1	20					2	100			6	124	8	208	332
LEE	40	0	3	BL									1	40			1	40	3	60	
				REG	3VV	64	3	60	4	80			4L	150	4	100	23	344	13	338	832
LYNDON	9	0	2	BL																	
				REG	2	16	1	20					2	100			5	116	6	156	272
MATTAHUNT	24	12	6	BL			2	40					1	40			3	40	9	180	
				REG	4E	32	4	80					4L	150			12	182	18	468	870
MORRIS	12	0	1	BL																	
				REG	1E	8	2	40					2	100			5	108	7	182	290
MOZART	10	0	0	BL																	
				REG			1	20							4	100	5	100	5	130	230
PHILBRICK	7	0	1	BL																	
				REG			1	20					1	50			2	50	5	130	180
RIPLEY	10	0	0	BL																	
				REG	2	16	1	20					1	50			4	66	6	156	222
SUMNER	25	3	2	BL																	
				REG	4	32	2	40					2	100			8	132	20	520	652

rogrammatic llocation for 979-80	Room Size			BL, Reg	Subst. Sep		Res. Rms		Ad. Work		Voc Ed.		Kinderg.		Ext. Day P		Total, Spec. Programs		Regular Usage		Assign. Capacity
	a	b	c		SS	STUDENTS	RE	STUDENTS	AW ATC	STUDENTS	VE	STUDENTS	K	STUDENTS	HDP	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
DISTRICT																	17	204	30	900	1104
YDE PARK	40	7	0	BL REG	8	64	4	80			5	140					9	24	28	840	864
ROGERS	28	6	3	BL REG	3	24	6	120									7	58	18	540	598
THOMPSON	25	0	0	BL REG	1	8	4	80	2	50							5	100	10	200	300
BRADFORD *20 MAX.	12	3	3	BL REG			1	20							4	100	6	116	9	234	350
CHANNING	11	3	1	BL REG	2	16	2	40					2	100			5	108	13	338	446
CHITTICK	15	3	0	BL REG	1	8	2	40					2	100			4	66	9	234	300
CONLEY	13	0	0	BL REG	2	16	1	20					1	50			6	124	10	260	384
FAIRMOUNT	13	3	0	BL REG	3	24	1	20					2	100			7	124	15	390	514
E. GREENWOOD	19	3	1	BL REG	3E	24	2	40					2	100			4	108	8	208	316
GREW	11	0	1	BL REG	1	8	1	20					2	100			2	50	5	130	180
HEMENWAY	6	0	1	BL REG			1	20					1	50			8	116	5	130	246
F. ROOSEVELT	13	0	1	BL REG	2	16	2	40							4	100	1	40			484
P.A. SHAW	16	1	3	BL REG	1	8	1	20					1	40			5	158	11	286	688
TAYLOR	27	0	2	BL REG	2	16	3	60	4	80			3	150			12	246	17	442	
				BL REG									3	150							
				BL REG																	
				BL																	

* ON 2 PAGES

ogrammatic location for 79-80	Room Size a	b	c	BL, Reg.	Subst. Sep S	STUDENTS	Res. Rms R	STUDENTS	Ad. Work AW	STUDENTS	Voc Ed. V	STUDENTS	Kinderg. K	STUDENTS	Ext. Day P	STUDENTS	Total, Spec. Programs BL. REG	STUDENTS	Regular Usage BL. REG	STUDENTS	Assign. Capacity
DISTRICT																					
* 24 STUDENTS ORKE HIGH SCHOOL	27	5	6	BL. REG	3	24	4	80									7	24	31	906	930
																			3	60	
RCHESTER IGH SCHOOL	40	2	8	BL. REG	8	64	4	80			8	200					20	264	27	810	1134
HAMPLAIN	11	0	0	BL. REG			2	40									2		9	270	270
							1	20									1		3	60	
LEVELAND	17	3	0	BL. REG	3	24	7	140									10	24	36	1080	1164
OLMES	18	4	0	BL. REG	1	8	5	100	3	12T							9	83	13	390	473
																			3	60	
WILSON	34	7	0	BL. REG	4	32	7	140									11	32	27	810	902
BROOKS	14	1	1	BL. REG			2	40					1	50			3	50	12	338	388
DICKERMAN	15	0	3	BL. REG			3	60					2	100			5	100	23	338	438
ENDICOTT	10	0	1	BL. REG			1	20					2	100			3	100	8	208	308
EVERETT	16	0	2	BL. REG	2	16	2	40					3	150			7	166	11	286	452
FIFIELD	17	6	1	BL. REG			2	40							4	100	6	100	12	312	412
																			5	100	
S. GREENWOOD	27	3	0	BL. REG	2E	16	3	60					2	100			7	116	18	468	684
							1	20					1	40			2	40	6	120	
HOLLAND	32	7	12	BL. REG	4	32	4	80					4L	150			12	182	21	546	888
KENNY	14	1	2	BL. REG	2E	16	2	40					2	100			6	116	9	334	350
							1	20					1	40			2	40	6	120	
MARSHALL	36	8	1	BL. REG	2	16	5	100					4L	150			11	166	25	650	976
MATHER	31	3	1	BL. REG	3	24	3	60	2	40					8	200	16	264	18	468	732

Programmatic Allocation for 1979-80	Room Size			BL, Reg	Subst. Sep		Res.Rms		Ad.Work		Voc Ed.		Kinderg.		Ext.Day P		Total, Spec. Programs		Regular Usage		Assign. Capacity
DISTRICT	a	b	c		S E	STUDENTS	R E	STUDENTS	AW AIC	STUDENTS	V E	STUDENTS	K	STUDENTS	P P	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
MOTLEY	10	1	1	BL			2	40					1	50			3	50	8	208	258
				REG			1	20									1		5	100	
MURPHY	31	3	4	BL	10V	80	2	40	4	80			4L	150			20	310	12	312	722
				REG																	
O'HEARN	9	0	1	BL	1	8	1	20					2	100			4	108	5	130	238
				REG																	
RICHARDS	9	0	0	BL	1	8	1	20					2	106			4	108	5	130	238
				REG																	
ROCHAMBEAU	17	0	0	BL	2	16	2	40					1	50			5	606	12	312	378
				REG																	
STONE	14	2	1	BL	3E	24	2	210					1	50			10	77	10	260	334
				REG																	

Programmatic Allocation for 1979-80 DISTRICT 6	Room Size a	b	c	BL; Reg.	Subst. Sep SE	STUDENTS	Res. Rms RR	STUDENTS	Ad. Work AW ATC	STUDENTS	Voc Ed. VE	STUDENTS	Kinderg. K	STUDENTS	Ext. Day P EDP	STUDENTS	Total, Spec. Programs BL REG	STUDENTS	Regular Usage BL REG	STUDENTS	Assign. Capacity
							1	20									1		4	80	
SOUTH BOSTON HIGH	41	0	6	BL	3	24	4	80			4	106					11	130	30	900	1110
				REG																	
							1	20									1		4	80	
DEARBORN	16	0	1	BL	1	8	2	40									3	8	9	270	358
				REG																	
																			3	60	
GAVIN	31	6	0	BL	8	64	4	80									12	64	22	660	784
				REG																	
							1	20									1		3	60	
McCORMACK	26	12	0	BL	7	56	5	100	2	40							14	106	20	600	766
				REG																	
BIGELOW	16	2	3	BL	2	16	2	40	4	80							8	96	10	260	356
				REG																	
CLAP	13	0	0	BL	1	8	2	40					2	100			5	108	8	208	316
				REG																	
							1	20									1		10	200	
CONDON	13	3	6	BL	3E	64	4	80					4L	150			16	214	19	496	910
				REG																	
							1	20									1		5	100	
DEVER	20	0	0	BL	2	16	2	40					1	50			5	66	17	442	608
				REG																	
													1	40			1	40			
EMERSON	10	3	1	BL	1	8	1	20					1	50			3	58	8	208	306
				REG																	
FENWICK	11	1	1	BL			1	20					1	50			2	50	10	260	310
				REG																	
MASON	13	0	0	BL			2	40							4	100	6	100	7	182	282
				REG																	
O'REILLY	12	1	0	BL	1	8	2	40									3	8	10	260	268
				REG																	
PERKINS	13	1	2	BL	1	8	2	40					2	100			5	108	9	234	342
				REG																	
PERRY	12	1	0	BL	3	24	2	40					1	50			6	74	7	182	256
				REG																	
							1	20									1		4	80	
RUSSELL	17	2	3	BL			1	20							4	100	5	100	19	234	414
				REG																	
TUCKERMAN	9	0	0	BL			1	20					2	100			3	100	6	156	256
				REG																	
TYNAN	19	0	6	BL	3E	24	3	60					3L	100			9	124	16	416	540
				REG																	
													1	40			1	40			
WINTHROP	17	1	0	BL	1	8	1	20					2	100			4	108	13	338	486
				REG																	

ammatic ation for 80	Room Size a	b	c	BL, Reg	Subst. Sep		Res. Rms		Ad. Work		Voc Ed.		Kinderg.		Ext. Day P		Total, Spec. Programs		Regular Usage		Assign. Capacity
					S	STUDENTS	R	STUDENTS	AW ATC	STUDENTS	V E	STUDENTS	K	STUDENTS	D P	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
TRICT							1	20			8	240					1		7	140	
	27	3	0	BL REG	9	72	2	40									19	312	15	450	902
RLESTOWN							2	40									2		5	100	
	21	3	2	BL REG	3	24	2	40									5	24	14	420	544
BURY					1	8											1	8	4	80	
	21	5	0	BL REG			4	80									4		17	510	598
WARDS																			5	100	
	15	5	0	BL REG	3	24	2	40									5	24	10	300	424
CHELANGELO							1	20									2	8	3	60	
	22	0	1	BL REG	1	8	2	40	2	50							6	62	12	360	494
MILTY					2	16															
	12	0	3	BL REG			3	60					1	50			4	50	11	286	336
ANCROFT							1	20					2	80			3	80	6	120	
	26	4	11	BL REG	6Y	48	3	60					4L	100			13	198	18	468	866
LACKSTONE																					
	11	0	0	BL REG			1	20					1	50			2	50	9	234	284
UNKER HILL																			2	40	
	18	0	0	BL REG	2	16	2	40					1B	50			5	66	11	286	392
ELIOT							1	20											6	120	
	26	1	2	BL REG	6	48	2	40					3L	100			11	148	10	260	528
ARVARD-KENT							1	20									1		5	100	
	18	3	1	BL REG	1	8	2	40					2	100			5	108	10	260	468
HURLEY							1	20					3	120			4	120	7	140	
	23	5	14	BL REG	3	24	3	60	4	80			3L	100			13	204	11	286	750
NEW QUINCY							1	20									1		5	80	
	14	1	0	BL REG			1	20							4	100	5	100	5	130	310
PRINCE																					
	21	0	0	BL REG	3	24	2	40					2	100			7	124	14	364	488
WARREN PRESCOTT																					
				BL REG																	
				BL REG																	
				BL REG																	

grammatic ocation for 9-80	Room Size a	b	c	BL, Reg	Subst. Sep		Res. Rms		Ad. Work		Voc Ed.		Kinderg.		Ext. Day P		Total, Spec. Programs		Regular Usage		Assign. Capacity
STRICT					SS	STUDENTS	RE	STUDENTS	AW AIC	STUDENTS	VE	STUDENTS	K	STUDENTS	PP	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
													BUS	HIGHER							
ST BOSTON HIGH	15	2	2	BL			1	20									1		5	100	1194
				REG	3	24	4	80			4	100	13	400			24	524	19	570	
ARNES	32	2	0	BL			1	20									1		5	100	741
				REG	2	16	5	100	1	25							8	41	20	600	
EVEROS	10	3	2	BL																	320
				REG			3	60					1	50			4	50	9	270	
DAMS	16	0	2	BL																	342
				REG	4	32	1	20					1	50			6	82	10	260	
IGHIERI	8	0	0	BL																	206
				REG			1	20					1	50			2	50	6	156	
RADLEY	12	0	6	BL																	358
				REG	1	8	2	40	2	40			1	50			6	98	10	260	
KENNEDY	10	0	2	BL																	248
				REG	2	16	2	40					1	50			5	66	7	182	
YMAN	10	1	0	BL																	256
				REG			1	20							4	100	5	100	6	156	
'DONNELL	12	1	0	BL																	360
				REG			1	20					2	100			3	100	10	260	
IIS	16	0	2	BL									1	40			2	40	7	140	376
				REG	2	16	1	20					1	50			4	66	5	130	
HERIDAN	10	0	0	BL																	282
				REG			1	20					2	100			3	100	7	182	
				BL																	
				REG																	
				BL																	
				REG																	
				BL																	
				REG																	
				BL																	
				REG																	
				BL																	
				REG																	
				BL																	
				REG																	
				BL																	
				REG																	

ogrammatic location for 79-80	Room Size a	b	c	BL, Reg	Subst. Sep SR	STUDENTS	Res. Rms RR	STUDENTS	Ad. Work AW	STUDENTS	Voc Ed. VE	STUDENTS	Kinderg. K	STUDENTS	Ext. Day P EDP	STUDENTS	Total, Spec. Programs TL REG	STUDENTS	Regular Usage BL REG	STUDENTS	Assign. Capacity
DISTRICT																	2		10	200	
ENGLISH HIGH	71	7	4	BL			2	40									8	32	62	1860	2092
				REG	4	32	4	80											3	60	
BOSTON HIGH	28	0	0	BL													7	8	21	630	698
				REG	1	8	3	60													
BOSTON LATIN ACADEMY	40	1	2	BL													1		40	1200	1200
				REG			1	20													
BOSTON LATIN SCHOOL	70	1	5	BL													1		70	2100	2100
				REG			1	20													
BOSTON TECHNICAL	58	2	1	BL													9	180	52	1560	1740
				REG			2	40			6	180									
BOSTON TRADE	18	1	4	BL													4	16	15	450	466
				REG	2	16	2	40											1	20	
COPLEY SQUARE	19	2	0	BL													2		18	540	560
				REG			2	40									2		12	240	
MADISON PARK + @20	53	40	7	BL													12	40	74	2010	2298
				REG	6	48	6	60											1	60	
UMANA TECHNICAL	36	1	5	BL													6	76	32	960	1036
				REG	2	16	4	80											3	60	
KING	32	3	0	BL			1	20									1	58	23	690	808
				REG	1	8	5	100	2	50							2	20	3	60	
MACKEY	21	2	0	BL			1	20	1	20							4	8	13	390	478
				REG	1	8	3	60													
WHEATLEY 20 MAX	* 20	0	0	BL													3	8	17	340	348
				REG	1	8	2	40													
J. CURLEY	12	2	2	BL									2	100			4	100	10	260	360
				REG			2	40													
GUILD	14	0	0	BL											4	100	7	140	7	182	322
				REG			1	20	2	40											
HALE	9	1	1	BL											4	100	5	100	5	130	230
				REG			1	20											10	200	360

grammatic location for 9-80 STRICT	Room Size a	b	c	BL, Reg	Subst. Sep SE	STUDENTS	Res. Rms RE	STUDENTS	Ad. Work AW ATC	STUDENTS	Voc Ed. VE	STUDENTS	Kinderg. K	STUDENTS	Ext. Day P Pp	STUDENTS	Total, Spec. Programs BL REG	STUDENTS	Regular Usage BL REG	STUDENTS	Assign. Capacity
ENNIGAN	41	0	3	BL	6E	48	1	20	2	40					5L	100	9	88	5	100	284
				REG			2	40	4	80							11	100	16	416	
ERNANDEZ	8	3	0	BL	1	8	1	20					1	50			3	58	7	140	198
				REG			1	20									1		2	40	
ACKSON-MANN	24	6	31	BL									3L	100			36	340	20	520	900
				REG	20E	240	3	60											4	80	
AcKAY	25	6	2	BL											4B	100	8	100	19	494	674
				REG			4	80													
IIKEN BERGER	22	3	5	BL									3L	100			12	132	18	468	600
				REG	4	32	5	100													
ROWER	28	1	2	BL									4	200			4	208	20	520	728
				REG	1	8	4	80													

ECIFIED GRAMS	a	b	c		SE	STUDENTS	RE	STUDENTS	AW ATC	STUDENTS	VE	STUDENTS	K	STUDENTS	Pp	STUDENTS	BL REG	STUDENTS	BL REG	STUDENTS	
ONIER COURSE COLLEGE	10			BL															10	200	200
				REG																	
GION BUSINESS	28			BL															28	840	840
				REG																	
RTER	8			BL													7	42	1	8	50
				REG	7	42															
GLISH HOUSE CENTER	20			BL													1		19	570	570
				REG			1	20													
KINLEY	8			BL													8	64			64
				REG	8	64															
ARKER	2			BL																	
				REG																	
RACTICAL RSING PROGRAM	4			BL															4	80	80
				REG																	
ORC	20			BL							1B	200					1B	200	2	60	260
				REG																	
(page 2 of 2 pages)				BL																	

APPENDIX B

Reporting Forms

These forms are for use by the District Planning Groups in reporting recommendations and information to the central planning staff.

UNIFIED FACILITIES PLAN

Reporting Form 1

COMPARISON OF RECOMMENDATIONS TO PLANNING TARGETS

Number of Classrooms

VEL	BASE SCHOOLS		SUPPORT SCHOOLS		1980-1 REDUCTIONS	
	Planning Target	Recommended	Planning Target	Recommended	Planning Target	Recommended
EM						
DDLE						
COND						
TAL ST						

UNIFIED FACILITIES PLAN

Reporting Form 2

DISTRICT BASE SCHOOLS

Recommended Space Allocations

DISTRICT _____

DATE _____

School	Level	Total Rooms	Regular Program	Programatic Spaces								Program Total
				B/L	S/S	R/R	A/W	V/E	K	EDP	T1	

UNIFIED FACILITIES PLAN

Reporting Form 3

DISTRICT SUPPORT SCHOOLS

Use Potentials Checklist

DISTRICT _____

DATE _____

ool	Level	Total Rooms	Future Usage Possibilities								
			Inter-med Use	Temp Use	Joint Use	Un-cert	Spec Case	Deseg Schl	Re-Use	Close 1980-1	Close 1981-
st tals											

UNIFIED FACILITIES PLAN

Reporting Form 4

INDIVIDUAL SCHOOL PROPOSALS

School _____ Current Level _____ District _____

1. Recommended Designation of School (Base or Support & Level (E,M,S)

2. Reasons for Recommendation

UNIFIED FACILITIES PLAN

Reporting Form 4 (continued)

INDIVIDUAL SCHOOL PROPOSALS: This page for BASE SCHOOLS only.

School _____ Current Level _____ District _____

3. Proposed Base Year Use Pattern (Numbers of Rooms)

ASSIGNED USE	CURRENT ALLOCATION	PROJECTED BASE YEAR ALLOCATION
Regular Clssrooms (26/30)		
Medium Classrooms (15)		
Small Classrooms (8)		
Bi-Lingual		
Vocational Education		
Advanced Work		
Substantially Separate		
Resource Rooms		
indergarten		
Extended Day Program		
Title I		
Gym		
Cafeteria		
Auditorium		
Library		
Health Room		
Teacher Room		
Other(specify)		

UNIFIED FACILITIES PLAN

Reporting Form 4 (continued)

INDIVIDUAL SCHOOL PROPOSALS

This page for BASE SCHOOLS only.

School _____ Current Level _____ District _____

4. Capital Improvements Required

5. Timing and Implementation Issues

6. Long Term Potentials for Use and Future Investments Needed

UNIFIED FACILITIES PLAN

Reporting Form 4 (continued)

INDIVIDUAL SCHOOL PROPOSALS

This page for SUPPORT SCHOOLS only.

School _____

Current Level _____ District _____

FOR SUPPORT SCHOOLS

7. Most Desirable Future Usage or Status

8. Impacts of Potential Closure on Community, Ethnic Groups Attending, Transportation Burdens

9. Efforts Required to Achieve Most Desirable Future

UNIFIED FACILITIES PLAN

Reporting Form 4 (continued)

INDIVIDUAL SCHOOL PROPOSALS

School _____ Current Level _____ District _____

ALL SCHOOLS

10. Remarks on Special Consideration to be Given to School

APPENDIX C

The basic documents governing the planning process are included in this appendix. They represent agreements among the members of the Joint Planning Group and as such, incorporate the formal basis for the review of the UFP by the Joint Planning Group.

Planning Document # 1
Statement of Educational Program Requirements:
(Incorporated, page 22)

Planning Document # 2
Statement of the Current Capacity of Each School Building:
(Incorporated, Appendix A, pp8-9, 23-27)

Planning Document # 3
Statement of Assigned and Projected Enrollments of Students in Each District:
(Incorporated, pp4-9, 25, 26, 28; currently available Harbridge House projections used)

Planning Document # 4
Statement of the Target Reduction (or increase) in Grade Level Capacities (Elementary, Middle, High) in Each District:
(Incorporated, pp8, 9, 21-29)

Planning Document # 5
Criteria for District Long-Term Facility Plans:
(Incorporated, pp2, 3, 20, 21, entire manual)

Planning Document # 6

Guidelines for School Closings:
(Incorporated, section 4-E)

Planning Document # 7
Unified Facilities Plan Joint Submission Description of Planning Grou
(Incorporated, pp10-12, 15-19)

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET. AL. Plaintiff v. DAVID FINNEGAN, ET AL. Defendant	C.A. No. 72-911-G

Joint Proposal For Development Of A
Unified Facilities Plan

At a hearing before this Court on December 27, 1978, the parties were ordered to submit, by January 17, 1979, an agreed statement of criteria for school closings, said criteria to form the basis of a revised Unified Facilities Plan for the City of Boston public schools. Pursuant to that Order, the state defendants, the mayoral defendants and the Superintendent and School Department staff acting under the direction of the Boston School Committee, hereby submit their joint proposal for the development of a Unified Facilities Plan for the years 1979 through 1986, one element of which is an agreed statement of guidelines for school closings.

The development of a Unified Facilities Plan will procede in six planning stages, as follows:

Step One

In step one, representatives of the School Department, mayoral defendants and the state defendants will establish a joint, court-ordered planning group (hereinafter referred to as the Joint Planning Group). This Joint Planning Group will be responsible for the development of seven planning documents to be used by district planning groups and a central office planning group as the bases for development of a revised Unified Facilities Plan. Those seven planning documents will include:

1. A statement of educational program requirements which have implications for facility utilization (Planning Document No. 1);

2. A statement of the current capacity of each school building, based upon the program requirements identified in Planning Document No. 1 (Planning Document No. 2);

3. A statement of the actual and projected enrollments of students in each district (Planning Document No. 3);

4. A statement of the target reduction or increase in grade level capacities (elementary school, middle school and high school) of each district (Planning Document No. 4);

5. A statement of criteria for development of district long-range plans, with consideration given to budget constraints (Planning Document No. 5);

6. A statement of guidelines for school closings (Planning Document No. 6); and,

7. A description of the composition of district and central office planning groups with an explanation of the manner in which they shall be appointed as well as an explanation of their respective resposibilities (Planning Document No. 7).

Step Two

In step two, the Superintendent of Schools will create a School Department Planning Group to provide ongoing assistance to planning groups subsequently involved in the process of formulating a revised Unified Facilities Plan. The Public Facilities Department and the Massachusetts Department of Education will provide technical assistance to the School Department Planning Group.

It is understood that the planning process involves continual exchanges of information among the planners and continual review by the School Department Planning Group of the information generated in the step one planning documents.

Step Three

In step three, a broadly representative District Planning Group, as more fully described in Planning Document No. 7, will be formed in each district. Using the information provided to them through Planning Documents Nos. 1 through 5, the District Planning Groups will be responsible for developing a district-wide, long range plan to accomodate students and programs in each respective district. This plan will identify and consider factors which are peculiar to the district, including, for example, the ethnicity of neighborhoods, the comparative burden of transportation and past school closings on black and white students, population trends, and the number of bilingual and special need students present and projected.

Step Four

In step four, the District Planning Groups will use the district long-range plan formulated in step three and the information contained in Planning Document No. 6 (guidelines for school closings) to develop recommendations for closings, renovations, replacement, and altered utilization of facilities. These recommendations will be designed to achieve the target reduction or increase for grade level capacities in the district, as set forth in Planning Document No. 4, and in accordance with the guidelines set forth in Planning Document No. 5.

The step four planning process will include a method of obtaining parent and community opinions and suggestions, and may include discussions with contiguous district and District IX planning groups.

Step Five

In step five, the district plans of the nine district planning groups will be evaluated by the School Department Planning Group. The School Department Planning Group will then develop a draft city-wide Unified Facility Plan consistent with Planning Documents Nos. 1 through 6.

In developing this Plan, the School Department Planning Group may recommend additional closings if district plans fail to satisfy the target reduction or increase in grade level capacities of each district.

Step Six

In step six, the draft, city-wide Unified Facilities Plan will be reviewed by the Joint Planning Group and revised if necessary. It will then be submitted to the School Committee, the state Board of Education and the Public Facilities Commission for their approval.

Date:

The State Defendants

By their Attorneys,

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The School Defendants

By their Attorneys,

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PROPOSED SCHEDULE

This schedule is an adaptation of the Citywide Parent Advisory Council's timetable for completion of a Unified Facilities Plan ~~as approved November 29, 1978~~.

Planning Documents 1 through 7 define the conditions, requirements and caveats to be considered during schedule implementation. Subject to revision as planning proceeds, the over-all schedule will be determined by the Central Planning group.

I. Local School Activities

A. February 5 - March 16, 1979 (5weeks)

1. Collect and verify data such as facility condition, reparis needed, student population trends, academic record of school, number of real excess seats, relationship of educational plan to the facility and of school to the community.

2. Prioritize repair needs, recommend educational plans and needs for the future.

II. District Level Activities

A. February 5 - March 16, 1979 (5weeks)

Coordinate and support local school activities

B. March 19 - April 27, 1979 (5weeks)

1. Consolidate and summarize local school reports and recommendations.

2. Prioritize district repair needs, recommend district educational plans and needs for the future.

C. April 30 - May 18, 1979 (3weeks)

1. District hearings on district priorities and recommendations.

2. Revision of plans as necessary.

III. Central Level Activities

A. February 5 - May 18, 1979 (13 weeks)

1. Coordinate and support district-level activities

2. Collect and analyze external data on such things as: student population by geocode - 1975 through 1978, population trends and projections, past school closings and locations of schools by neighborhood, planned projects affecting housing in City (BRA, BHA, etc.), availability of alteration, repair

1. Consolidation and summary of district plans and recommendations.

2. Integration of external data.

3. Formulation of draft Unified Facilities Plan to include:

   a. Recommendations for new construction

   b. Recommendations for major renovations

   c. Prioritizing of repair needs for 1979-80

   d. Recommendations for school closings

   e. Educational policies for facilities usage including: class size, building size, environment (traditional vs. open space), program placement, flexible geocodes

   f. Process for annual review to determine school closings and alterations and repairs.

C. October 15 - November 30, 1979 (7 weeks)

1. Public Hearing on draft Unified Facilities Plan

2. Revisions as necessary.

D. November 15 - December 3, 1979 (2 weeks)

Submission of Unified Facilities Plan to School Committee

E. January 15, 1980

Submission of Unified Facilities Plan to Court

IV. School Year 1979-80

A. October 15 - November 30, 1979 (7 weeks)

1. Reconvene committees at all levels to review enrollment figures and make recommendations for school year 1980-81.

2. Conduct district hearings.

3. Draft citywide plan for 1980-81, including school closings where warranted.

4. Citywide hearing, revisions as necessary.

5. Submission of plan to School Committee.

B. January 15, 1980

Submission of plan for school year 1980-81 to Court.

PLANNING DOCUMENT #1

STATEMENT OF EDUCATIONAL PROGRAM REQUIREMENTS

PROGRAM REQUIREMENTS FOR

	Capacity
1. Regular Program Classrooms *	
Elementary Level	26 students
Middle/High Levels	30 students
	Capacity
2. Special Program Classrooms	
Bilingual Education	20 students
Substantially Separate Special Needs	8 students
Advanced Work Class	20 students
Academically Talented Calss	25 students
Vocational Education	20 students
Regular Kindergarten	50 students (½ day
Extended Day Program	25 students
	Capacity
3. Other Programs **	
Resource Room (20 students per room)	0
Title I/ESAA/Chapter 636 Programs	0
Laboratories/Shops	0
Gymnasium/Auditorium	0
Library	0
Therapy Classes	0
Remedial Reading	0

* All non-speciality rooms are computed as parts of a school's capacity even if they currently are unutilized.

** All speciality rooms (e.g., laboratories) or rooms which either by law (e.g., resource rooms) or by educational need or practice (e.g., Title I rooms) are computed as zero-capacity rooms.

PLANNING DOCUMENT #2

STATEMENT OF THE CURRENT CAPACITY OF EACH SCHOOL BUILDING

A Statement of the Current Capacity of Each School Building

This document consists of the following parts:

- Overview Statement
- Analysis of Space/Program Utilization, 1978-79
- Programmatic Space Allocation for 1978-79, dated March 29, 19
- Space Utilization Form
- District Summary Sheet Form
- Programmatic Space Allocation Worksheets - Elementary Schools
- Programmatic Space Allocation Worksheet - Middle Schools
- Programmatic Space Allocation Worksheet - High Schools

Overview Statement

The 1978-79 current capacity of each school building is summarize by district in the attached "Programmatic Space Allocation" tables. These tables, which display the best information now available, are described and explained in the enclosure entitled, "Analysis of Space Program Utilization, 1978-79. Programmatic Space Allocation tables for school year 1979-80 are currently being developed by the Department of Implementation. Analysis of school data collected using Programmatic Space Allocation Worksheets will result in a 1979-80 Space Allocation table by late February, 1979.

Blank copies of individual school Space Utilization forms and District Summary Sheets (useful in determining unutilized space) are enclosed. A January 3, 1979 submission to this court contained a district-by-district, grade level-by-grade level, school-by-school analysis of the relationship of programmatic capacities and assigne enrollment. Please refer to that submission for concrete details about space utilization.

I. Background

In January and February of 1978 staff of the Department of Implementation developed a Space/Program Allocation Matrix for each school by district as an initial step in the Student Assignment Plan for the 1978-1979 school year.

The Space/Program Allocation Matrix, which represents an effort to correlate educational program space requirements and available rooms in each school, is divided into three major categories for each school:

- Total rooms available for programs
- Programmatic spaces and regular education spaces
- Programmatic students and regular education students (corresponding to allocated spaces)

A. Total Rooms (for each school) - (See Column A of Space/Program Allocation Matrix)

This number represents what the Department of Implementation staff determined to be the total number of "assignable rooms" in each school. "Assignable room" was loosely defined as a classroom containing no specialized furnishings or equipment that would prevent its use as a home-room. Every effort was made to maintain consistency with the results of an Actual Room Count Survey which Department of Implementation staff collected from each principal in mid-January of 1978. The total room count contained in the previous year's matrix (1977-1978) and the space program matrix developed by the Educational Planning Center in the Spring of 1977 (and contained in Part II of the Unified Facilities Plan filed in December of 1977) were two additional documents used to determine the total room count figure. Where discrepancies occurred among these three data sources, staff of the Department of Implementation - with considerable reservations - made their own judgments.

B. Programmatic and Regular Program Spaces - (See Column B of Space/Program Allocation Matrix)

These numbers represent the numbers of rooms allocated for each educational program planned for the 1978-1979 school year in each school. Judgments as to the location of specialized programs for the 1978-1979 Student Assignment Plan were made conservatively to maintain continuity and stability to the greatest extent possible. The previous year's matrix (1977-1978) and the departmental recommendations provided the basis for room designations.

C. Regular Program Students, Students by Program, Programmatic Student Total - (See Column C of Space/Program Allocation Matrix)

These numbers flow from the Programmatic and Regular Program Spaces in Column B by using the following multiples:

1. Regular program students

Elementary Level	- 26 students
Middle and High School Levels	- 30 students

2. Students by Program

Bilingual	- 20 students
Substantially Separate	- 8 students
Resource Rooms	- 20 students
Advanced Work Class	- 20 students
Academically Talented Section	- 25 students
Vocational Education	- number of students derived from previous year's matrix
Regular Kindergarten	- 50 students (½ day 25)
Extended Day Program	- 25 students

II. Comparison of Capacities and Enrollments

Recently the Federal Court directed the School Defendants to file an analysis of school capacities and enrollments for this school year in conjunction with efforts to refine the Unified Facilities Plan or to develop a new facilities plan. Coincidentally, the staff of the Department of Implementation are at this time receiving input from Community Superintendents, Principals, Headmasters and Program Advisors for the new Space/Program Allocation Matrix for 1979-1980. It is the plan of the Department of Implementation that the School Defendants would file with the court the new document along with a modestly revised Student Assignment Procedures document by mid-February 1979. Ideally, the new Matrix would be an excellent tool - rather than the matrix for 1978-1979 - for analyzing enrollments. Enclosed are the new matrix forms (marked F, G, H) which will be used for the 1979-1980 Student Assignment Plan.

In any event, the enclosed forms - marked D and E - were developed in order to compare information extracted from the Space Program Allocation Matrix and from enrollment printouts. Over a period of a week three staff members of the Department of Implementation did compile the data on the two forms and

attempted a somewhat superficial analysis of designations and programmatic enrollments based on the Space Allocation Matrix which was approved last Spring and, of course, on the several programmatic enrollment printouts. Predictably, the Matrix is out-of-date and somewhat inaccurate due to the ebb and flow of student assignments on June 5, 1978 and thereafter and due to programmatic decisions made this year.

The results of this hasty analysis caused the staff to include a tolerance factor of 40% based on the likelihood of error (20%), the inability to attain better than 90% enrollment on average in classes (10%), and the variability of room capacities due to differing program usages (10%).

The combination of two facts, that is, the somewhat controversial use of a tolerance factor and the reluctance of the Department of Implementation itself to use the present matrix when a more accurate one will be available in late January or in February, has caused all three parties to agree on the inadvisability of filing more specific information on capacities and enrollments at this time.

III. The Process of Analysis Employed by Department of Implementation Staff

Even though the parties are not filing specific information, we believe it is helpful to indicate the approach which was being followed by Department of Implementation staff.

The staff utilized the following materials to relate space designations to programmatic enrollments:

1. A Room Count Survey for each school (submitted to the Department of Implementation in January/February 1978)

2. The Programmatic Space Allocation for each school for 1978-1979 (completed by the Department of Implementation on March 29, 1978 and included in this filing)

3. The following computerized race-by-grade assignment lists:

   a) The weekly total-system race-by-grade printout of December 9, 1978

   b) The Bilingual race-by-grade printout of November 18, 1978

   c) The Substantially Separate Special Needs race-by-grade printout of October 2, 1978

   d) The Vocational Education race-by-grade printout of December 9, 1978

printout of October 14, 1978

f) The Extended Day Program race-by-grade printout of December 2, 1978.

For each school, then, a Space Utilization Chart (see Form D) was completed. This chart was designed to determine which programs in each school were underutilized, or at capacity or overutilized. The potential or assignable students in each program were based on accepted student-teacher ratios or designated by contract or by law. (Attention is called to Section I C.) In some schools (e.g., Wheatley) the size of certain rooms does not allow for the usual allocation of students.

The staff carried out the analysis WITHOUT MAKING ANY ASSUMPTIONS concerning deviations by principals from the Space Allocation Matrices. However, common sense dictated some deviations by principals. For example, the Department of Implementation last Spring designated eleven rooms for regular education (grades 1 to 5) and three resource rooms at the John F. Kennedy Elementary School in District II. When the Department of Implementation made assignments on June 5, 1978, however, the number of regular program students was somewhat less than expected and the number of "mainstream" children somewhat more. In all likelihood, the principal probably used ten rooms for regular education and four resource rooms at the school. Instead of his resource rooms being over-crowded by seventeen (as would be noted on our Chart), there probably are three unused "seats"; instead of a surplus of forty-four regular program "seats", there probably is a surplus of eighteen "seats". Changes of this sort accounted for an almost certain error factor (20%?) across the school system.

Another factor had to be considered. Although the standard teacher-pupil ratio was employed to designate the number of assignable students, the fact of the matter is that the school system never "reaches" the ratios on a system-wide basis. For example, the assignable number of students for a regular program elementary classroom is twenty-six but on average the school system never attains higher than a 24:1 ratio at the elementary level. Therefore, one could argue that the realistic number of assignable regular program students should be lowered by 10%.

The third factor that must be considered when a so-called differential develops between capacities and enrollment is the factor of variable program capacities. Twenty-six "unused" regular program elementary seats = fifty kindergarten seats = twenty bilingual seats = eight substantially separate seats.

The attached forms (Space Utilization and District Summary) indicate the approach employed by the Department of Implementation to arrive at a determination of "unutilized student capacity" in schools/districts.

Probably more significant than the individual Space Utilization Charts (Form D) for each school was the District Summary Sheet (Form E). This sheet represented a compilation (by Elementary School, Middle School, High School) of the district capacity/enrollment differential at each of the three major grade levels.

PROGRAMMATIC
SPACE ALLOCATION
FOR 1978-1979
"
MARCH 29, 1978

	A	B										C									
	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP			
DISTRICT I																			459	1179	120
Brighton H.S.	50	8	4	1/3		10				26	24	720	160	32		267			182	662	300
Edison	31	5	4	1/3	2					15	16	480	100	32	50				0	150	132
Meade (25)	9			2					1	3	6	150							89	714	75
Taft	34	3	3	1/4			1/1		2	13	21	630	60	24					74	282	350
Baldwin	15		3	1			1		1	7	8	208		24			50		25	155	150
Barrett	8			1					1	3	5	130					25		25	155	150
Farragut	15	3		1	2			3	1	10	5	130	60		40			60	160	290	270
Gardner	25	5	2E	1/2				4	1	15	10	260	100	16				100	216	476	550
Garfield	19	4		2			2		1	9	10	260	80				50		130	390	450
Hamilton	14		3E	1			2			6	(8)	208		24			50		74	282	370
Milpore	9		1	1			1		1	4	5	130		8			25		33	163	190
Oak Square	7			1					1	2	5	130							0	130	150
Tobin	30	10	1/1	1/1			2/1	2/0	3	22	8	208	200	16			75	40	331	531	600
Winship	22		4E	2			2		1	9	13	338		32			50		82	420	470

RAMMATIC
E ALLOCATION
1978-1979
:
CH 29, 1978

	A	B										C								
	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP			
DISTRICT I																					
ighton U.S.	50	8	4	1/3		10				26	24	720	160	32		267			459	1179	1200
lison	31	5	4	1/3	2					15	16	480	100	32	50				182	662	700
ade (25)	9			2					1	3	6	150							0	150	150
ft	34	3	3	1/4					2	13	21	630	60	24					84	714	750
aldwin	15		3	1			1/1		1	7	8	208		24			50		74	282	350
arrett	8			1			1		1	3	5	130					25		25	155	150
arnaget	15	3		1	2			3	1	10	5	130	60		40			60	160	290	240
ardeer	25	5	2E	1/2				4	1	15	10	260	100	16				100	216	476	550
arfield	19	4		2			2		1	9	10	260	80				50		130	390	450
amilton	14		3E	1			2			6	(8)	208		24			50		74	282	340
ilmore	9		1	1			1		1	4	5	130		8			25		33	163	190
ak Square	7			1					1	2	5	130							0	130	130
Tobin	30	10	1/1	1/1			2/1	2/0	3	22	8	208	200	16			75	40	331	539	600
inship	22		4E	2			2		1	9	13	338		32			50		82	420	400

ATIC
LLOCATION
3-1979

9, 1978

	A	B										C										
	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY	[illegible]
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP				
ISTRICT II										9	20	600	100	8					108	708	750	[illegible]
a Plain H.S.	29	5	1	1/2						17	23	690	100	32	50				182	872	1100	[illegible]
ley	40	5	3/2	1/4	2				1	8	9	270	60	16					76	346	450	[illegible]
	17	3	2	2					1	6	10	300	60						60	360	500	[illegible]
osevelt	16	3		2					1	3	6	156					25		25	181	220	[illegible]
ams	9			1			1		1	26	18	468	120	64			75		259	727	750	[illegible]
iz	44	6	8EE	1/3			1/2		4	10	6	156	60					100	160	316	350	[illegible]
ich	16	3		1				4	2	12	10	260	60	24			50		134	394	450	[illegible]
	22	3	3	3			2		1	6	9	234					50		50	284	350	[illegible]
er	15			2			2		2	5	6	156					50		50	206	310	[illegible]
inson	11			2			2		1	15	11	286	100	8			50		158	444	550	[illegible]
eenedy	26	5	1/0	1/2			1/1		4	8	12	312		24			75		99	411	450	[illegible]
fellow	20		3	2			3			5	6	156		24			25		49	205	215	[illegible]
ing	11		3	1			1			8	8	208		8			50	40	98	306	210	[illegible]
dell	16		1	1			1/1	3/0	2	10	10	260		16				100	116	376	440	[illegible]
	20		2E	2				4	2	7	5	130			80		25		105	235	250	[illegible]
ver	12			1	4		1		1													

A B C

MATIC
ALLOCATION
78-1979

29, 1978

	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EP	T				BL	SS	AW	VE	K	EP			
DISTRICT III																			209	1194	1200
Roxbury H.S.	50	3	3	1/6		4				17	33	990	60	24		120			134	884	1010
ng	39	3	3	6	2					14	25	750	60	24	50				92	812	900
enbery	35	3	4	4						11	24	720	60	32					40	520	800
Shaw	25		5	4						9	16	480		40					0	208	760
ron	9			1						1	8	208							50	284	300
es	14			2			2		1	5	9	234					50		58	272	350
thaven	15		1	2			2		1	6	9	234		8			50		49	179	230
ton	10		3E	1			1			5	5	130		24			25		66	274	300
ver	13		2	1			2			5	8	208		16			50		303	849	1000
	43		6E	3	4		1/2	1/3	1	22	21	546		48	80		75	100	62	218	350
ndon	11		2E	1			2			5	6	156		12			50		267	735	1000
t Walnut	40	8	4E	1/5			1/2			22	18	468	160	32			75		58	212	350
rria	14		1E	2			2			5	9	234		8			50		100	230	250
ert	10			1				4		5	5	130						100	25	181	200
Hancock	8			1			1			2	6	156					25		41	249	350
ley	12		2	1			1			4	8	208		16			25		66	586	600
	27		2	2			2		1	7	20	520		16			50				

A

B

C

NATIC
ALLOCATION
78-1979

29, 1978

	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM ROOMS	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY	[illegible]
		BL	SS	RR	AW	VE	K	EDP	K				BL	SS	AW	VE	K	ER				
DISTRICT IV										16	30	900		56		140			196	1096	1100	10
Park H.S.	46		7	4		5				8	31	930		24					24	924	1000	2
	39		3	5						7	18	540		8	50				58	578	600	1
	25		1	4	2			4	2	10	8	268		16				100	116	324	370	2
nson	18		2	2						5	12	312		16			25		41	353	420	2
ford	17		2	2			1			5	11	286					75		75	361	450	1
nting	16			2			3			4	9	234		8			50		58	292	400	1
ick	13		1	1			2			6	10	260		24			50		74	334	370	1
ley	16		3E	1			2			6	17	442		16			50		66	528	550	1
rmount	23		2E	2			2			3	11	286					50		50	336	350	1
Greenwood	19			1			2			2	6	156					25		25	181	200	1
w	8			1			1	4		8	7	182		16				100.	116	298	350	1
enway	15		2E	2			1/3		3	9	12	312		8			100		108	420	470	1
Roosevelt	21		1	1			3			12	17	442		16	80		75		171	613	680	1
. Shaw	29		2	3	4																	
ylor																			0	364	400	
										2	14	364										
	16			2																		
leyton																						

A B C

...ATIC ...LOCATION ...-1979 ...9, 1978	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY	[illegible]
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP				
DISTRICT V																			16	1036	1050	705
H.S.	40		2	4						6	34	1020		16					256	1096	1100	1071
...ster H.S.	46		7	4		7				18	28	840		56		200			0	330	350	307
...ain	14			3						3	11	330							92	1202	1400	148[illegible]
...land	52	3	4	1/7						15	37	1110	60	32					83	443	600	447
...a	21		1	4	3				1	9	12	360		8	75				92	872	1050	905
...n	41	3	4	7					1	15	26	780	60	32					25	311	340	231
...a	16			2			1		2	5	11	286					25		50	331	350	30[illegible]
...rman	16			2			2		1	5	11	286					50		25	233	280	22[illegible]
...ott	11			1			1		1	3	8	208					25		91	325	400	34[illegible]
...tt	17		2	2			3		1	8	9	234		16			75		100	412	500	36[illegible]
...ld	19			2				4	1	7	12	312						100	142	584	800	46[illegible]
...reenwood	30	3	4EE	3			2		1	13	17	442	60	32			50		240	968	1000	35[illegible]
...and	51	5	5E	1/4			1/3 IL		3	23	28	728	100	40			100		99	333	400	34[illegible]
...y	17		3E	2			3			8	9	234		24			75		233	779	1000	10[illegible]
...hall	41	5	1	1/5			1/4 IL		2	20	21	546	100	8			125		248	742	800	5[illegible]
...er	35		1	3	2			8	2	16	19	494		8	40			200	25	233	300	21[illegible]
...ey	12			2			1		1	4	8	208					25		307	879	1000	[illegible]
...ay	48	4	9	1/3	4		3 IL		1	26	22	572	80	72	80		75		83	213	340	12[illegible]
	11		1	2			3			6	[illegible]	130		8			75		58	214	230	1[illegible]
										4	[illegible]	156		8			50		[illegible]	345	440	3[illegible]

NATIC
LLOCATION
8-1979

9, 1978

A B C

	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURSE ORDERED CAPACITY	[illegible]
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP				
DISTRICT VI																			222	972	1200	715
Boston H.S.	40	4	4	1/2		4				15	25	750	80	32		106			60	330	600	33
orn	16	3		3					1	7	9	270	60						124	074	850	836
	35	3	8	4					1	16	19	570	60	64					142	772	900	745
	37	3	4	1/5	2				1	16	21	630	60	32	50				76	408	480	280
mack	21		2	2	4				1	9	12	312		16	80				50	258	350	226
low	13			2			2		1	5	8	208					50		211	813	1000	74
	52	8	7E	1/4			1/2		1	25	27	702	160	56			75		159	614	700	33
on	31	4	1/2	1/2			2		2	14	20	520	80	24			50		58	272	260	22
	14		1	1			1/1		1	5	9	234		8			50		25	257	340	10
ion	12			1			1		1	3	9	234					25		100	256	300	15
lck	13			2				4	1	7	6	156						100	8	242	320	17
n	13		1	2					1	4	9	234		8					83	271	400	2
illy	15		1	2			3		1	7	8	208		8			75		74	256	350	2
ing	13		3E	1			2			6	7	182		24			50		160	446	450	3
y	21	3		1/4				4	1	10	11	286	40					100	50	180	280	1
ell	9			1			2		1	4	5	130					50		99	463	500	4
arman	25		3E	3			1/1		1	11	14	364		24			75		66	352	280	2
n	19		2	2			1/1		1	7	11	286		16			50					
dson																						

AMMATIC
ALLOCATION
978-1979

29, 1978

	TOTAL ROOMS	PROGRAMMATIC SPACES (A)								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM (C)						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP			
DISTRICT VII																					
rlestown U.S.	33		2	2		8				12	21	630		16		240			256	886	1000
bury U.S.	23	8	2	1/1						12	11	330	160	16					176	506	690
ards	25	3	2	3					1	9	16	480	60	16					76	556	670
chelangelo	20	8	2	2					1	8 10	12 10	360	60	16					96	436 416	400
eilty	25	4	1/2	1/2	2				1	13	12	360	80	24	50				154	519	650
ccroft	15		1	2						4	11	286		8			25		33	319	350
ackstone	43	5	5E	1/2			2/1		2	21	22	572	100	40			125		265	837	1200
nker Hill	11			1			1		1	3	8	208					25		25	233	350
iot	18	2	2	1			1/0		1	7	11	286	40	16			25		81	367	430
ent	29	6	3E	1/1			2/1	2/0	1	17	12	312	120	24			50	40	234	546	600
urley	20	4	1	1/2			2		1	11	9	234	80	8			50		138	372	470
ew Quincy	40	6	3	3	4		3/2		2	24	16	416	120	24	80		125		349	765	800
rinco	15	4	1E	1/1			1		1	9	6	156	80	8			25		113	269	300
arren Prescott	22		4	1			3		1	9	13	338		32			75		107	445	620
																			100	100	
								4													
Lincoln																					

A B C

...AMMATIC ...C ALLOCATION ...1978-1979 ...I 29, 1978	TOTAL ROOMS	PROGRAMMATIC SPACES								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP			
DISTRICT VIII	45	5	3	1/3		11				23	22	660	100	24		300			424	1084	1200
t Boston U.S.	30	4	2	1/4	1					12	18	540	188	16	25				181	661	750
nes	12			2			1			3	9	270					25		25	295	300
everus	16		2	1			1		1	5	11	286		16			25		41	327	350
ms	8			1			1		1	3	5	130					25		25	155	170
igheri	16		1	2	2		1		1	7	9	234		8	40		25		73	307	340
ndley	15		2E	2			1			5	10	260		16			25		41	301	350
Kennedy	12			1				4	1	6	6	156						100	100	256	260
man	13			1			2			3	10	260					50		50	310	270
Donnell	18	6	2E	1/1			1/1			12	6	156	120	16			50		186	342	420
is	11			1			2			3	8	208					50		50	258	270
eridan																					

...AMMATIC ...ALLOCATION 1978-1979 ...29, 1978	TOTAL ROOMS	PROGRAMMATIC SPACES (B)								PROGRAM TOTAL	REGULAR PROGRAM SPACES	REGULAR PROGRAM STUDENTS	STUDENTS BY PROGRAM (C)						PROGRAMMATIC STUDENT TOTAL	TOTAL STUDENTS	COURT ORDERED CAPACITY
		BL	SS	RR	AW	VE	K	EDP	T1				BL	SS	AW	VE	K	EDP			
DISTRICT IX																					
...ish H.S.	84	9	1/5	3/4						21	63	1890	180	48					228	2118	2200
...on H.S.	28	3		2					2	7	21	630	60						60	690	700
...on Latin Academy	43								3	3	40	1200							0	1200	1200
...on Latin School	74			1					3	4	70	2100							0	2100	2100
...on Technical H.S.	61			1		6			2	9	52	1560				180			180	1740	1750
...on Trade	30		1	5						6	24	720		8					8	728	800
...ley Square H.S.	21	2		2						4	17	510	40						40	550	550
...lson Park H.S.	91	10	3	1/5						19	72	2160	200	24					224	2384	2000
...na Tecnical H.S.	40	2	1	3					1	7	33	990	40	8					48	1038	960
...a	33	3	1	5	2				1	12	21	630	60	8	50				118	748	840
...key	20	2	1	1/2	1/6				1	8	12	360	40	8	25				73	433	500
...atley 8.20	18		1	2					1	4	14	280		8					8	288	350
Curley	15			2	"		2		1	5	10	210					50		50	310	350
...ld	14			1	2			4		7	7	182			40			100	140	322	350
...e	10			1				4		5	5	130						100	100	230	250
...ey	13			1			2		1	4	9	234					50		50	284	300
...nican	44	5	7EE	1/2	3/4			4/6	1	27	17	442	100	56	120			100	376	818	950
...rnandez	10	7	1	1			1			10	0	0	140	8			25		173	173	200
...kson-Mann	58	1	29E	3			3/6		1	38	20	520	20	232			75		327	9[illegible]7	850
	[illegible]	[illegible]		[illegible]				1/2	1	13	19	494	80					100	180	6[illegible]	700

STANTIALLY SEPARATE				
SOURCE				
VANCED WORK				
CATIONAL EDUCATION				
NDERGARTEN				
TENDED DAY				
EGULAR EDUCATION				

COURT CAPACITY

ASSIGNABLE TOTALS

ASSIGNED ENROLLMENT

OTHER SPACE

RELATIONSHIP OF ASSIGNED ENROLLMENT TO ASSIGNABLE SPACE

EG. ED ROOMS ALLOCATED 3/78	POTENTIAL REG. ED. STUDEN
EG. ED. ROOMS REQUIRED 12/78	ASSIGNED REG. ED. STUDENT

OGRAM USAGE	ROOMS ALLOCATED	POTENTIAL		
UNGUAL				
ESTANTIALLY SEPARATE				
E · OURCE				
ANCED WORK				
OCATIONAL EDUCATION				
INDERGARTEN				
XTENDED DAY				
EGULAR EDUCATION				

ASSIGNABLE TOTALS:

ASSIGNED ENROLLMENT:

ANALYSIS:

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	A.W.C.	KINDERGARTEN	E.D.P.	TITLE I	REG ACADEMIC SPACES	OTHER (PLEASE EXPLAIN)	
ENT MATRIX	BIL.	BIL.	BIL.	BIL.	BIL.	BIL.	ESL.	BIL.		
I	REG.	REG.	REG.	REG.	REG.	REG.	REG.	REG.		
TAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	OTHER TOTAL	

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	A.W.C.	KINDERGARTEN	E.D.P.	TITLE I	REG. ACADEMIC SPACES NUMBER OF HOMEROOMS			OTHER (PLEASE EXPLAIN)	
								GRADE	BIL.	REG.		
RENT ACTUAL USE	BIL.	BIL.	BIL.	BIL.	BIL.	BIL.	ESL.	1ST				
								2ND				
	REG.	REG.	REG.	REG.	REG.	REG.	REG.	3RD				
II								4th			OTHER TOTAL	
								5th				
TOTAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL				

								GRADE	BIL.	REG.		
ROPOSED SPACE LLOCATION 1979-1980	BIL.	BIL.	BIL.	BIL.	BIL.	BIL.	ESL.	1ST				
								2ND				
	REG.	REG.	REG.	REG.	REG.	REG.	REG.	3RD				
III								4th			OTHER TOTAL	
								5th				
TOTAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL				

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	ACADEMICALLY TALENTED SECTION	TITLE I			REG ACADEMIC SPACES	OTHER (PLEASE EXPLAIN)	
CURRENT MATRIX	BIL.	BIL.	BIL.	BIL.	ESL			BIL.		
I	REG.	REG.	REG.	REG.	REG.			REG.		
TOTAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL			TOTAL	OTHER TOTAL	

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	ACADEMICALLY TALENTED SECTION	TITLE I			REG. ACADEMIC SPACES NUMBER OF HOMEROOMS			OTHER (PLEASE	
CURRENT ACTUAL USE	BIL.	BIL.	BIL.	BIL.	ESL			GRADE	BIL.	REG		
II	REG.	REG.	REG.	REG.	REG.			6th				
								7th				
								8th				
								TOTAL			OTHER TOTAL	
TOTAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL							

PROPOSED SPACE ALLOCATION 1979-1980	BIL.	BIL.	BIL.	BIL.	ESL.			GRADE	BIL	REG		
III	REG.	REG.	REG.	REG.	REG.			6th				
								7th				
								8th				
								TOTAL			OTHER TOTAL	
TOTAL ROOMS	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL							

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	VOCATIONAL EDUCATION				REG ACADEMIC SPACES	OTHER (PLEASE EXPLAIN)	
MATRIX	BIL.	BIL.	BIL.					BIL.		
	REG.	REG.	REG.	REG.				REG.		
	TOTAL	TOTAL	TOTAL	TOTAL				TOTAL	OTHER TOTAL	
ROOMS										

	TOTAL ROOMS	SUB. SEP.	RESOURCE ROOM	VOCATIONAL EDUCATION				REG. ACADEMIC SPACES NUMBER OF HOME ROOMS			OTHER (PLEASE EXPLAIN)	
ACTUAL USE	BIL.	BIL.	BIL.					GRADE	BIL.	REG		
								9th				
								10th				
	REG.	REG.	REG.	REG.				11th				
								12th			OTHER TOTAL	
	TOTAL	TOTAL	TOTAL	TOTAL				TOTAL				
ROOMS												

SPACE ION -1980	BIL.	BIL.	BIL.					GRADE	BIL	REG		
								9th				
								10th				
	REG.	REG.	REG.	REG.				11th				
								12th			OTHER TOTAL	
	TOTAL	TOTAL	TOTAL	TOTAL				TOTAL				
ROOMS												

PLANNING DOCUMENT #3

STATEMENT OF ASSIGNED AND PROJECTED ENROLLMENTS OF STUDENTS IN EACH DISTRICT

I. INFORMATION NEED - ACTUAL AND PROJECTED ENROLLMENTS OF STUDENTS IN EACH DISTRICT

A) ACTUAL ENROLLMENT - Specific Information Needs

1. Total System by Grade for Public Schools.
2. Total System by Level (Elementary, Middle, High) by Program (e.g., Bilingual, Special Needs) for Public Schools.
3. District by Grade for Public Schools.
4. District by Level (Elementary, Middle, High) by Program for Public Schools.
5. Total System enrollment by grade, level, and district for non-public schools in Boston.

For planning purposes, Actual Enrollment is Assigned Enrollment. Therefore all statistics provided will be Assigned Enrollments as of the date noted.

B) PROJECTED ENROLLMENTS - Specific Information Needs

1. Total System by Grade for Public Schools.
2. Total System by Level (Elementary, Middle, High) by Program (e.g., Bilingual, Special Needs) for Public Schools.
3. District by Grade for Public Schools.
4. District by Level (Elementary, Middle, High) by Program for Public Schools.
5. Total System enrollment by grade, level, and district for non-public schools in Boston.

For planning purposes enrollment projections will be for the time period 1979 to 1983.

II. CURRENT LEVEL OF INFORMATION

A) ACTUAL ENROLLMENT

Need #1. Can be satisfied.

Need #2. Can be satisfied.

Need #3. Can be satisfied.

Need #4. Can be satisfied.

Need #5. Can be minimally satisfied. Accuracy of the non-public schools data, however, is not as reliable as the public schools data. District level data not readily available for non-public schools at this time.

B) PROJECTED ENROLLMENTS

Need #1. Can be satisfied for the time period 1979 to 1981. (Harbridge House, Inc. Report, June, 1977).

Need #2. Can be satisfied for level but not for program.

Need #3. Cannot be satisfied. Although this data exist for the time period 1979 to 1981 confidence in its accuracy preclude its use for district level facilities planning.

Need #4. Cannot be satisfied at this time.

Need #5. Cannot be satisfied at this time.

III. PROPOSED ACTIVITIES

A) SHORT TERM (Before March 16, 1979)

ACTUAL ENROLLMENT - Provide the District Planning Groups with data that is readily available. (Assigned Enrollments as of May, 1976 and November, 1976, 1977, and 1978). Develop the data not readily available (i.e., Need #5) as soon as possible and disseminate to Groups when available.

PROJECTED ENROLLMENTS - Contract with an external agency to provide the basic data needed by the district Planning Groups to perform their task. That is, to fully satisy needs #1 - 5.

B) LONG TERM - (Before December 31, 1980)
Develop in the Boston Public Schools the internal capacity to project student enrollments within reasonable and known limits of error so that reliable enrollment projections can be made annually.

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT I

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
'6	296	429	512	503	423	459	454	602	522	437	363	321	269	456	---	6046
77	279	332	499	425	431	383	415	536	517	448	394	391	299	264	---	5604
78	231	381	472	432	387	388	353	541	495	453	375	329	248	219	14	5363
79	285	352	419	383	372	387	375	509	441	416	384	333	393	189	17	5165

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT II

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
'6	534	663	635	567	587	582	593	729	577	524	337	204	177	138	---	6847
77	417	526	643	579	567	552	555	591	665	562	390	248	190	143	---	6628
78	376	583	606	558	534	515	501	637	588	528	382	263	188	140	38	6437
79	394	536	560	517	556	525	522	525	530	455	410	316	228	158	3	6235

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT III

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
6	606	759	726	640	685	725	690	918	779	727	304	288	214	244	1	8306
7	542	671	607	576	585	585	655	772	657	674	486	374	277	236	---	7697
8	451	555	609	515	483	554	588	736	581	592	499	403	264	263	21	7114
9	477	550	567	482	499	498	519	613	589	562	437	392	362	231	3	6781

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT IV

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
6	593	638	580	549	565	639	637	591	474	449	314	330	307	396	---	7062
7	564	590	539	517	504	531	590	613	491	459	383	288	294	254	---	6617
78	449	630	541	464	506	493	492	651	525	477	333	295	215	273	31	6375
79	417	517	472	485	430	462	506	499	510	510	357	274	236	182	2	5859

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT V

KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
930	1201	1169	1169	1152	1205	1141	1303	968	909	827	724	582	477	---	13757
801	1012	1162	1053	1050	1067	1131	1091	1154	847	853	694	565	475	---	12955
614	966	1201	985	1021	971	1029	1213	1017	989	669	614	482	425	55	12251
670	839	1100	979	926	944	947	1029	992	904	726	540	455	305	8	11364

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT VI

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
'6	495	772	776	757	719	784	775	818	634	591	563	257	241	108	-	8290
'7	487	631	725	638	658	621	714	644	682	600	372	429	241	214	-	7656
'8	380	651	688	582	586	606	616	705	640	658	362	220	301	145	16	7156
'9	396	507	597	543	531	552	582	652	625	559	335	255	210	170	4	6518

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING

DISTRICT VII

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
76	404	625	636	604	598	600	585	594	509	492	326	252	320	346	-	6891
77	428	496	622	582	566	584	578	562	473	449	366	300	233	260	-	6499
-78	305	513	658	555	512	523	541	605	455	443	298	272	212	176	12	608
-79	280	502	582	550	525	492	492	502	472	421	325	312	245	179	2	588

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT VIII

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
5	295	294	322	312	329	298	343	433	381	349	288	312	309	338	1	4604
7	253	291	291	293	304	310	272	357	364	330	268	236	287	303	-	4159
8	237	272	289	270	282	289	296	308	309	324	406	247	220	245	6	4000
9	213	244	261	283	253	287	280	311	295	312	394	335	218	168	-	3854

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

DISTRICT IX

KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
422	588	624	643	650	706	681	430	1140	1046	2430	2682	2210	1735	995	16982
409	529	624	668	682	703	797	535	1276	1250	2769	2266	2236	1765	233	16742
275	544	584	685	747	769	803	767	1350	1230	3584	3022	2240	1885	521	19006
372	503	615	610	663	703	729	728	1443	1192	3314	2946	2394	1568	1095	18875

ASSIGNED ENROLLMENTS - STUDENTS ATTENDING BOSTON PUBLIC SCHOOLS

CITY-WIDE SUMMARY

	KI	KII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	OTHER	TOTAL
6	4575	5969	5980	5744	5708	5998	5899	6419	5984	5524	5752	5370	4629	4238	997	78786
7	4171	5078	5712	5331	5347	5336	5707	5701	6279	5619	6281	5226	4622	3914	233	7455
8	3368	5095	5648	5046	5058	5108	5219	6163	5960	5694	6908	5665	4370	3771	714	7378
9	3504	4550	5173	4832	4755	4850	4952	5368	5897	5331	6683	5704	4659	3151	1134	7054

PLANNING DOCUMENT #4

STATEMENT OF THE TARGET REDUCTION (OR INCREASE) IN GRADE LEVEL CAPACITIES (ELEMENTARY, MIDDLE, HIGH) IN EACH DISTRICT

(see also letter from Robert H. Blumenthal, State Department of Education, attached.)

STATEMENT OF THE TARGET REDUCTION (OR INCREASE) IN GRADE LEVEL CAPACITIES (ELEMENTARY, MIDDLE, HIGH) IN EACH DISTRICT

The target reduction is equivalent to twenty-five percent of the difference between District Capacity and District Enrollment for each grade level (elementary, middle, high) as identified in Planning Documents # 2 and # 3.

T.R. = 25% (D.C. - D. E.)

The above formula will be translated into actual figures by February 1, 1979.

PLANNING DOCUMENT #5

CRITERIA FOR DISTRICT LONG-TERM FACILITY PLANS

CRITERIA FOR DISTRICT LONG

1. Enrollment projections, as given in planning document #3, preliminary version, should be reviewed by the district planning group, and serve as a base for facilities needs.

2. The organization and structure of the school system is presumed to be on a 1-5, 6-8, 9-12 plan.

3. Classes for extended day kindergartens, special needs, bilingual, and advanced work are district-wide programs and should be sited according to best available facilities, desegregation, ease of travel and programmatic continuity.

4. Bilingual classes should be grouped for maximum educational efficiency, but should in general in no case represent more than 40% of the classes in a school. Substantially separate special needs classes should be so located that in no case do such classes and bilingual classes represent more than half of the classes in a school. Each school should have at least one regular education class at each grade.

5. The district plan for closings and alternative uses of schools in accordance with Planning Document #6 should take into account a) previous school closings in the district and b) the proportion of students in each racial-ethnic group in the district upon whom the burden of transportation falls, and should show how equity of burden to each neighborhood and to each racial-ethnic group has been sought.

6. In any plans for consolidation or alternative utilization, the district should identify the schools from and to which students might be assigned, and consider the resultant enrollments by race.

7. The continuity and stability of the educational programs of the students should be safeguarded.

8. District planning may take into account the possibility of reallocation of facilities between District IX and Districts I-VIII.

9. In districts having unutilized school capacity at a grade level (elementary, middle, high school) as defined by Planning Document #4, consideration will be given to closing schools.

10. If current actual enrollment at any school is so low as to suggest that the school should be considered for closing, the burden of proof will be upon the district that the program of the school is so unique and holds such promise for future use that the school should be retained. In general, attendance by a high proportion of the students of each race assigned to the school will be regarded as a strong argument that the school is effective and should be retained.

11. In any such cases, when the district plan recommends a recruitment program which includes voluntary enrollment or the attraction of students not presently attending the Boston Public Schools, the burden of proof will be upon the district that recruitment measures have been identified which promise to work effectively.

12. Repairs and alterations recommended in each district should be stated in priority order, with specific justifications.

13. Where inadequate facilities exist and where consolidation is not an acceptable solution, renovation or construction of new facilities may be considered as a solution of last resort. State law now mandates that construction can be approved only after all other options have been ruled out. Since it cannot be assumed that construction/renovation funds will be appropriated, every district should plan for the contingency that there will be no new school construction/renovation in the district available within the five year planning period.

14. When new construction is the only option, the general location proposed, if any, should meet the needs of pupils displaced and have a positive impact on desegregation in that district.

15. Districts IV, V, VI and VIII should also plan for the contingency that the following construction/renovation projects might be approved and funded by the Public Facilities Commission, State Board of Education, Governor and Legislature:

    a. Rogers-Addition/Rehabilitation (IV) 1980-1981
    b. Brooks-Dickerman Replacement (V) 1981-1983
    c. Fenwick, Winthrop, S. Mason Replacement (VI) 1982-1984
    d. Holmes-Champlain Replacement (V) 1982-1985
    e. Barnes-Cheverus Replacement (VIII) 1984-1986

    These projects are described more fully on pages III-2 to III-6 of the September, 1977 Unified Facilities Plan.

16. If a district wishes to propose to substitute a construction/renovation project for one enumerated above, it will have the burden to demonstrate that its proposed project is more critical in terms of facilities needs, and at least as equitable in terms of desegregation. No construction/renovation project proposal will be considered unless the district has first sought technical assistance from the Public Facilities Department.

PLANNING DOCUMENT #6

GUIDELINES FOR SCHOOL CLOSINGS

When it is evident that the number of unutilized seats at a grade level (elementary, middle, high school) in a district is larger than the capacity of at least one school at that grade level in that district, the possibility of closing exists. In determining which schools should be considered for closing, the following guidelines should be used:

A. Desegregation Considerations

1. The burden of increased transportation should fall proportionately district-wide upon all racial groups, and disproportionate burdens caused by past school closings and reassignments should be considered.

2. The impact on desegregation of a school closing - including location, alternative assignment possibilities, the proven capacity of the school to attract and retain students of all the racial groups assigned, and the potential of stabilizing a racially integrated neighborhood - should be taken into account.

B. Program Considerations

1. The school should provide educational opportunities comparable to those available in other schools in the district.

2. The impact of reassignments upon the sequence of education and the programmatic impact upon the pupils should be considered.

3. Reasonable consolidation with receiving schools should assure program continuity and at least the same standard of support services.

C. Neighborhood Considerations

1. The impact of reassignments upon the geographic proximity of pupils to their school should be considered.

2. The neighborhood impact of school closings should be considered in the context of previous school closings under the desegregation plans.

3. The impact of a school closing on the quality of neighborhood life should be taken into account.

D. Physical Facility Considerations

1. A school building should have space appropriate to accommodate all programs required in a Boston school at that level.

2. The physical and environmental conditions of the school should provide a safe milieu for education.

3. It should be possible to reassign the pupils to adequate alternate facilities.

E. Cost Effectiveness Considerations

1. Renovation to achieve either of the above conditions should be a sound financial investment.

2. Continued maintenance and operation of the school should be a sound financial investment and should not entail unreasonable cost.

3. The cost benefit of closing should be weighed with altered transportation costs, lost capital investment, and potential for revenues from non-school use.

PLANNING DOCUMENT #7

UNIFIED FACILITIES PLAN JOINT SUBMISSION
DESCRIPTION OF PLANNING GROUPS

DESCRIPTION OF PLANNING GROUPS

The Boston School Committee, the State Board of Education and the Public Facilities Commission of the City of Boston are jointly responsible for filing a Unified Facilities Plan (UFP) with the U.S. Federal District Court. Representatives of the three parties have formulated guidelines for the production of the Unified Facilities Plan. The guidelines are to be followed in the School Department Central and District level planning.

Planning for the Unified Facilities Plan occurs at three levels:

1. Joint Court-Ordered Planning

   Representatives of the Massachusetts State Department of Education, the City of Boston and the Boston School Department comprise this group. Representatives of the Citywide Parent Advisory Council (CPAC) as well as other constituency groups have been invited to observe and comment upon this group's work. The primary responsibility of the court-ordered group is to jointly determine guidelines for school department facilities planning; monitor the planning process and make periodic reports to the Court; and recommend a Unified Facilities Plan for joint approval and submission by the three governing bodies responsible to the Court.

2. School Department Central Planning

   A School Department Central Planning staff will provide assistance to the District Planning Groups and produce a draft Unified Facilities Plan. The staff will be under the direction of the Senior Officer for Planning and Policy and will include the Senior Officer for the Department of Implementation. A Central Advisory Planning Group including representation of the Citywide Parent Advisory Council will assist in this planning process. Technical assistance will be provided by the other parties, on request.

3. District Planning

   Each of the nine (9) Community Superintendents will create a District Planning Group, under School Committee guidelines, including representation of the Community District Advisory Council (CDAC). This planning group will be assisted by the Central Planning staff. The CDAC will participate in the planning process and report on the District-authored plan. The Community Superintendent is responsible to insure participation of affected and interested persons and groups at the district and local school/community level.

The exact composition of the School Department Central Planning staff, and the Central Advisory Planning group will be determined by the School Committee. Broad access to information and opportunities to provide information and judgements to aid the planning process are to be insured at all levels.

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

February 28, 1979

SUPERINTENDENT OF SCHOOLS
BOSTON
MAR 1 10 16 AM '79

Stephen A. Moynahan, Jr. Esq.
Deputy Clerk
United States District Court
1525 U.S. Post Office and Court House
Boston, MA 02109

Re: Morgan v. Finnegan
C.A. No. 72-911-G

Dear Mr. Moynahan:

On behalf of the Massachusetts Department of Education, the Boston School Committee and the City of Boston, I am transmitting herewith additional documents relating to the Joint Proposal for Development of a Unified Facilities Plan filed by the parties on January 17, 1979. Please note that Planning Document No.3, containing actual and projected student enrollments for each district, is the only Planning Document which remains to be filed.

Thank you for your continued assistance.

Sincerely,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Legal Office

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET. AL. Plaintiff v. DAVID FINNEGAN, ET AL. Defendant	)	C.A. No. 72-911-G

Additional Planning Documents Relating To The
Joint Proposal For Development Of A
Unified Facilities Plan

Subsequent to the January 17, 1979 filing of the Joint Proposal for Development of a Unified Facilities Plan, the Joint Planning Group has continued to meet on a regular basis and discuss the planning process. These meetings have produced the attached additional Planning Document.

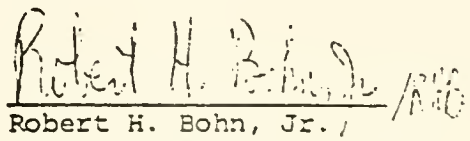
Planning Document #4, titled Survey of Unused School Seats and Potential for School Closings, indicates the surplus seats, if any, at each grade level (elementary, middle and high school) for each district.

Additionally, the Joint Planning Group feels that the entire Joint Proposal would gain in clarity if the phrase "target reduction" were deleted throughout and the phrase "surplus seats" were inserted in its place. Revised pages indicating this change will be filed shortly.

The State Defendants

By their Attorneys,

February 28, 1979



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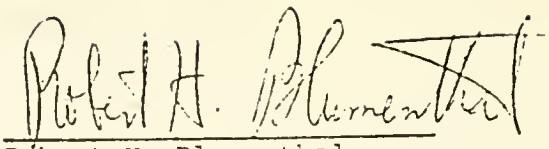

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The School Defendants

By their Attorneys,

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PLANNING DOCUMENT #4

SURVEY OF UNUSED SCHOOL SEATS AND POTENTIAL
FOR SCHOOL CLOSINGS

February, 1979

UNUSED SCHOOL SEATS AND POTENTIAL FOR SCHOOL CLOSING

This is a model document subject to review and modification before its utilization in the first year of planning. As the result of any upcoming enrollment projections for the next five years it may be subject to amendment.

Rooms or space in a school may have differing utilization and programmatic capacity from year to year. In order to allow for flexibility in programmatic utilization, it is wise not to view a school's total capacity as fully attainable. Accordingly, a differential of 25% between the assignable capacity and the assigned enrollment in each school has been designated as reserved space in the computation of surplus seats. Thus, the reserved space allows a school in a given year to change a regular elementary classroom of 26 students into a Special Needs class of 8 students.

The term, Surplus Seats, constitutes 75% of the difference between the assignable capacity at each grade level in a district and the assigned enrollment at each grade level in a district in a given year. Each District Plan should provide for the elimination of surplus seats.

Before examining the February, 1979 Survey of Unused School Seats and Potential for School Closings, it is important to bear in mind the following factors:

1. Generally speaking, if there is no computation of surplus seats in the survey, it is the result of that surplus being less than the capacity of the smallest school at that grade level (other exceptions are footnoted).

2. The survey information should not inhibit local, district, or central planning groups from considering school utilization or closing options which are not necessarily apparent when the surplus seat column is examined.

As noted earlier, the document which follows should be viewed as a model. It will be updated after the Student Assignment Process is completed in the Spring of 1979 and it will be revised as short-term and long-term enrollment projections become available.

BOSTON PUBLIC SCHOOLS:
SURVEY OF UNUSED SCHOOL SEATS AND
POTENTIAL FOR SCHOOL CLOSINGS

*Assigned Enrollment 2/10/79

STRICT	GRADE LEVEL	ASSIGNABLE CAPACITY [1]	ASSIGNED* ENROLLMENT	DIFFERENCE	RESERVE [2] (25%)	SURPLUS SEATS
I	High	1179	1124	-	-	-
	Middle	1526	1329	-	-	-
	Elem.	3304	2538	766	192	574
II	High	930 [4]	992	-	-	-
	Middle	1758	1505	-	-	-
	Elem.	4560	3569	991	248	743
III	High	1194	1380	-	-	-
	Middle	2496	1773	-	-	-
	Elem.	5563	3569	1994	499	1495
IV	High	1096	977	-	-	-
	Middle	1651	1482	-	-	-
	Elem.	4520	3301	1219	305	914
V	High	2132	1867	265	66	199 [5]
	Middle	2847	2882	-	-	-
	Elem.	8026	6309	1717	429	1288
[illegible]	High	968	918	-	-	-
	Middle	1796	1834	-	-	-
	Elem.	5920	3630	2290	573	1717
VII	High	1428 [6]	992	436	109	327
	Middle	1486	1334	-	-	-
	Elem.	4738	3309	1429	357	1072
VIII	High	1084	1048	-	-	-
	Middle	981	913	-	-	-
	Elem.	2506	1791	715	179	536
IX	High	10210	9891	319	80	239
	Middle	2970	3271	-	-	-
	Elem.	5058	4121	937	234	703

FOOTNOTES TO SURVEY OF UNUSED SCHOOL SEATS AND POTENTIAL FOR SCHOOL CLOSINGS

1. As of February 10, 1979.

2. Seats held in reserve to allow for expansion of special needs and bilingual programs, desegregation requirements, enrollment population shifts and unanticipated contingencies.

3. Surplus school seats constitute the goal for school closings at a particular grade level in a particular district. Generally speaking, Surplus Seats have no relationship from one geographical district to another except between District 9 and the 8 geographical districts.

4. The assignable capacity of new Jamaica Plain High -- which will open September 1979.

5. Generally, no Surplus Seats listing is indicated if the number of surplus seats (at a grade level in a district) is less than the capacity of the smallest school at that grade level in that district. However, the surplus seats - even though relatively few in number - are listed at the high school level in the districts which have two high schools each in view of the unique nature of the Student Assignment Plan at the high school level.

6. The assignable capacity of new Charlestown High has been adjusted for September, 1979.

7. Surplus Seats are not listed at the middle school level in District 9. However, they are listed at the High School level because Boston Trade Comprehensive High School is being phased out and due to the complexities noted above in footnote 5. Elementary level surplus seats are listed not for purposes of suggesting reduction but as a caution before any expansion of elementary level magnet school spaces is considered. This caution does not preclude a shifting of elementary level spaces between District 9 and other districts.

CERTIFICATE OF SERVICE

I hereby certify that service of the attached document was made on all parties to this action by mailing or hand delivering copies of the same to all counsel listed below:

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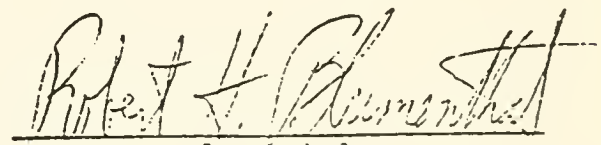


Robert H. Blumenthal

Date: February 28, 1979

APPENDIX D - Revisions

This document has been revised in light of comments received from the following persons and/or organizations:

Department of Education, Joseph A. Bishop

Public Facilities Department, Peter Scarpignato

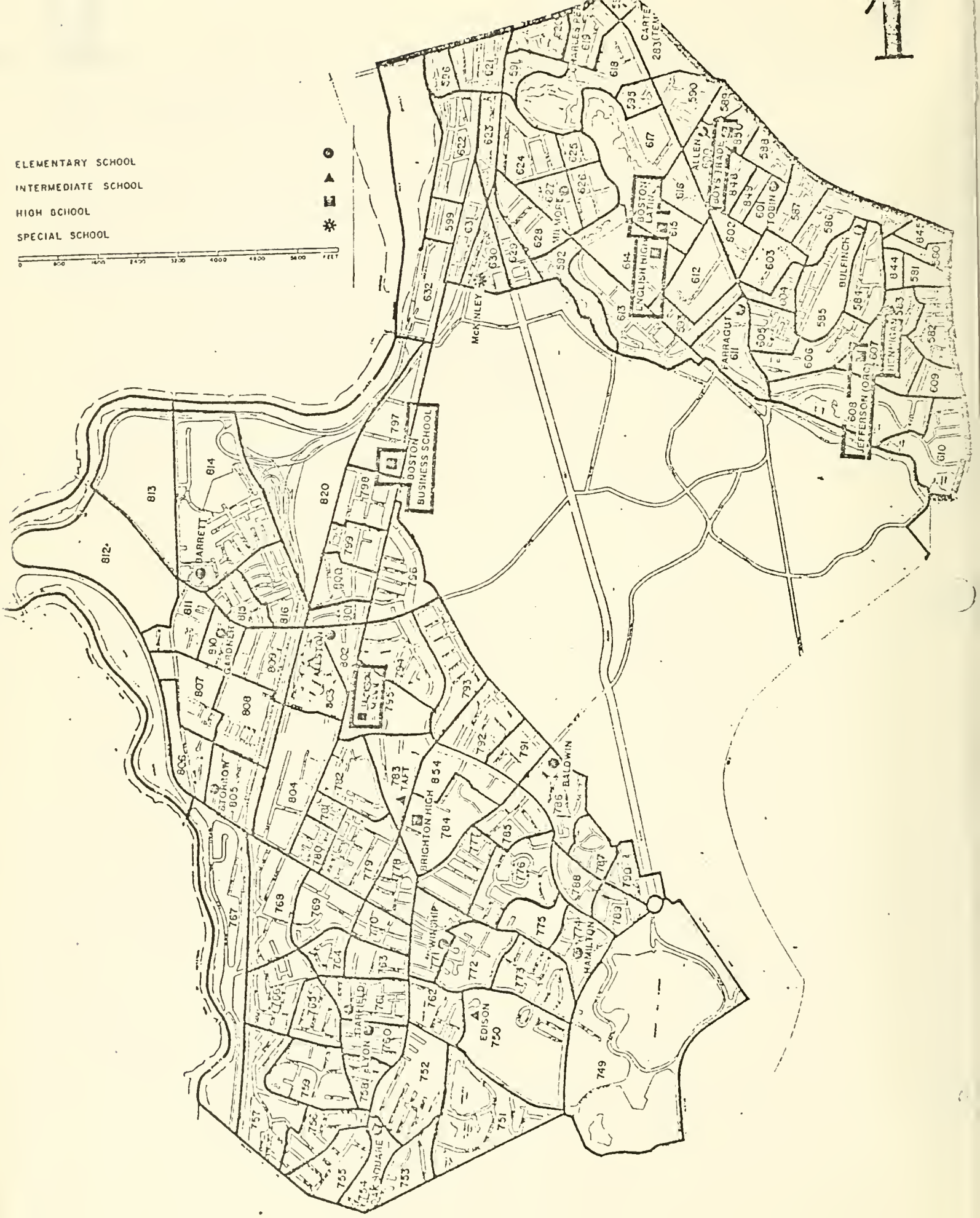
Boston School Department, John Coakley
Catherine Ellison
Marya Levenson
Louis P. Perullo
Roger Beattie
Robert Murray
Robert Donahue
Anthony Galleota

C.P.A.C. ,Paul Wright
Patricia Corcoran

E

APPENDIX E

District Maps: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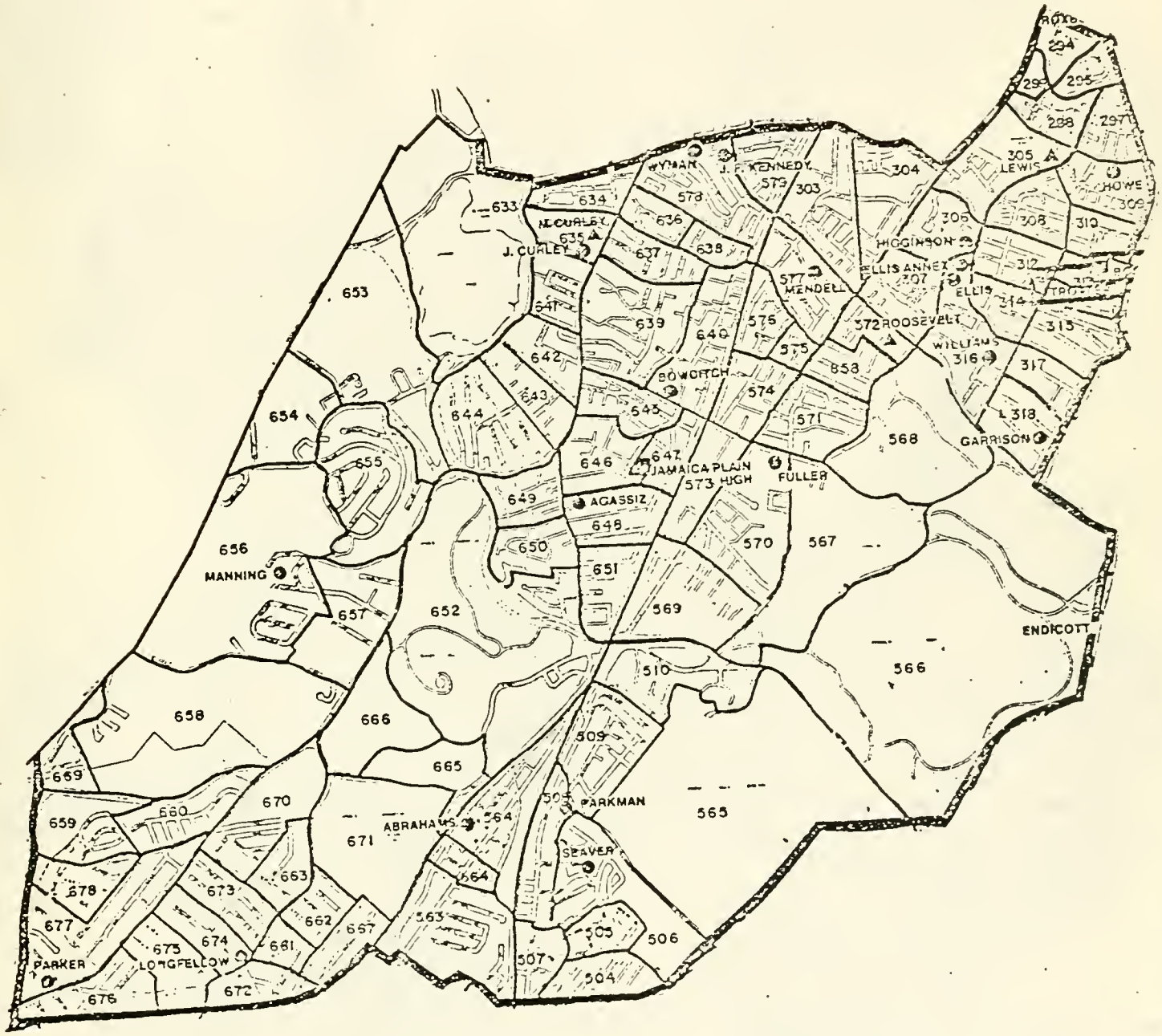
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL
FEET
BOSTON BUSINESS SCHOOL
BOSTON LATIN
ENGLISH HIGH
McKINLEY
BARRETT
GARDNER
ALLSTON
STORROW
TAFT
BRIGHTON HIGH
BALDWIN
WINSHIP
HAMILTON
EDISON
BARFIELD
LYON
OAK SQUARE
ALLEN
BOYS TRADE
TOBIN
BULFINCH
FARRAGUT
JEFFERSON (ORC)
HENRIGAN
CARTER
HARLES PER
MILMORE

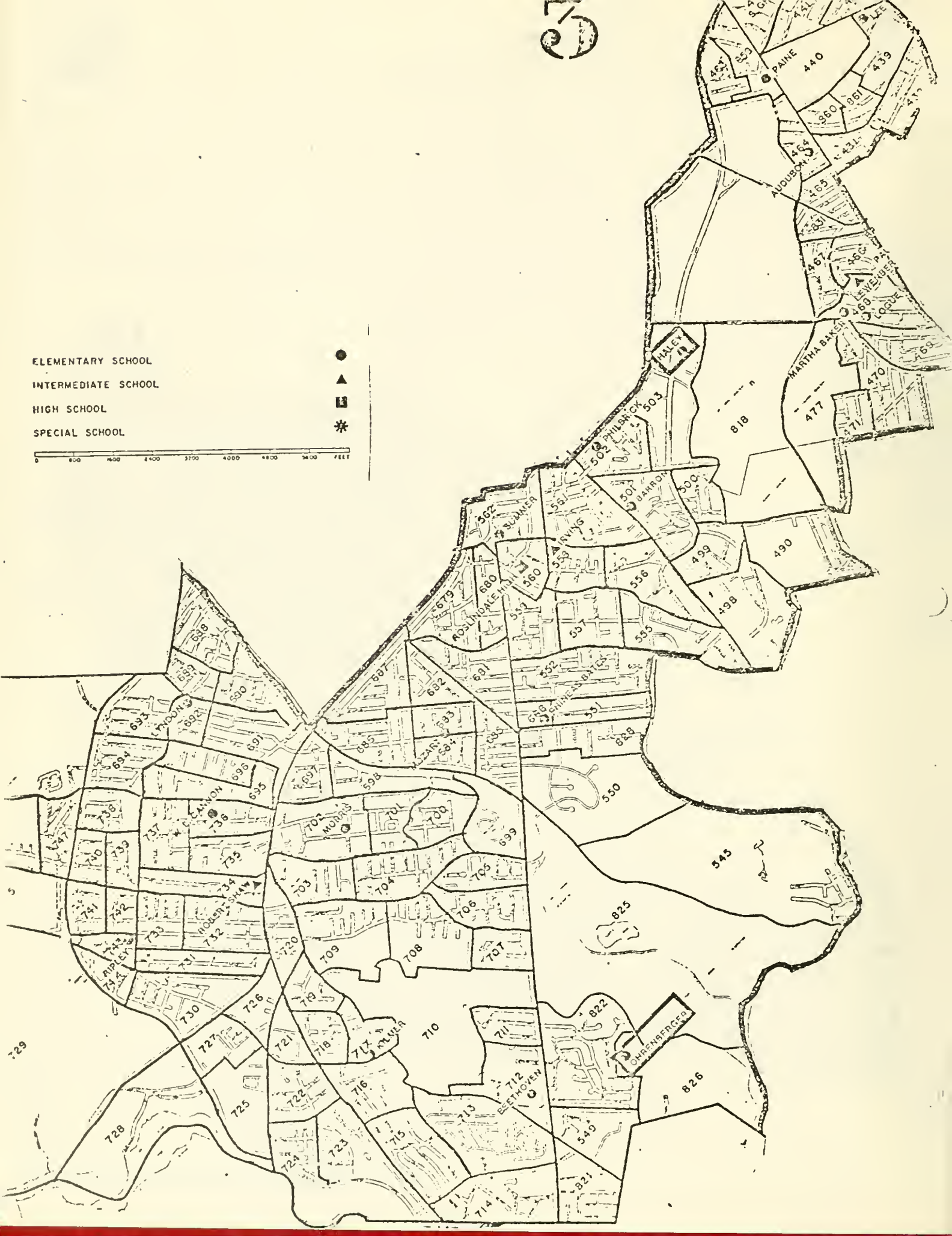


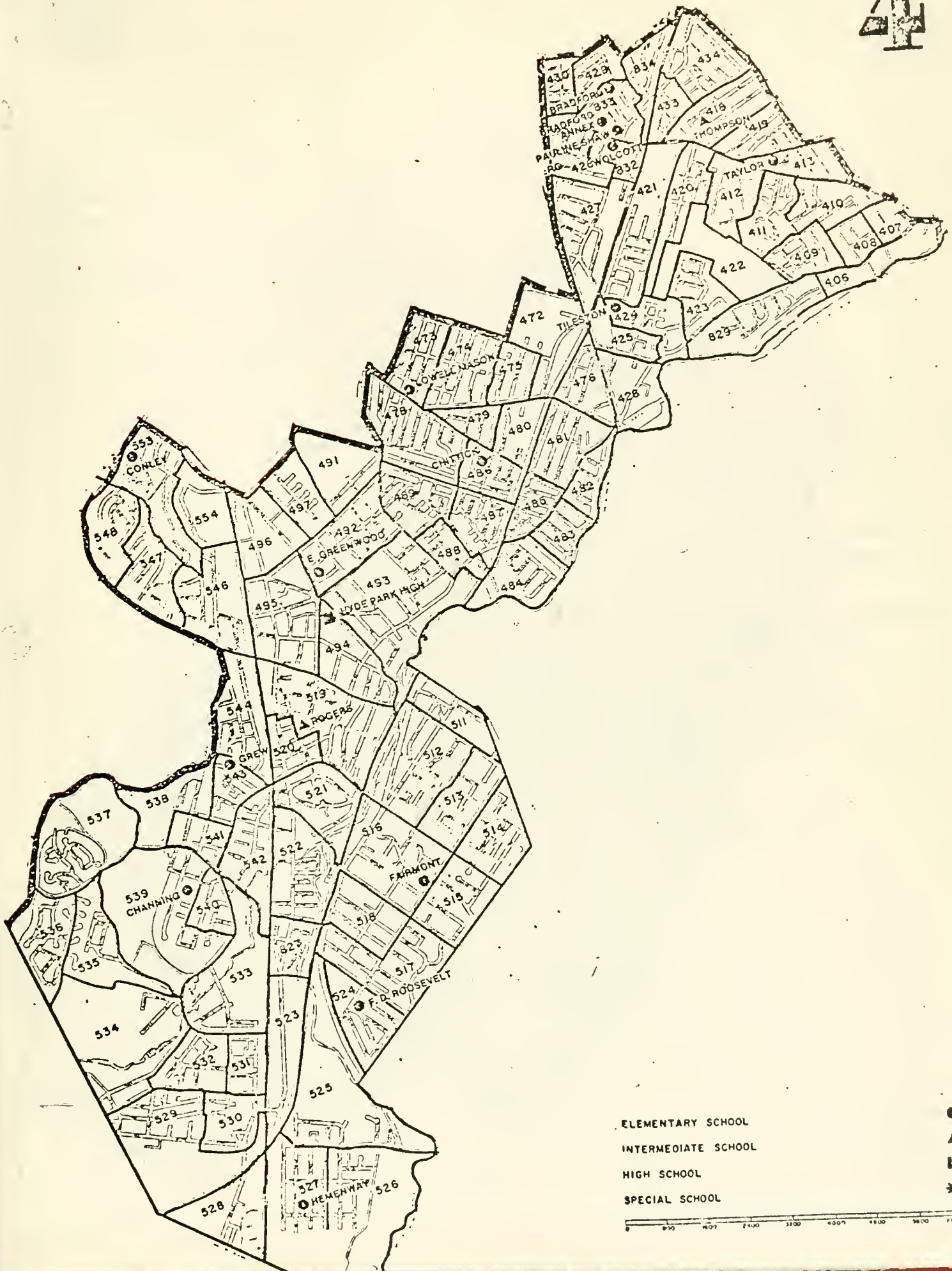
ELEMENTARY SCHOOL

INTERMEDIATE SCHOOL

HIGH SCHOOL

SPECIAL SCHOOL


ELEMENTARY SCHOOL
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL
0 800 1600 2400 3200 4000 4800 5600 FEET
PAINE
AUDUBON
LEWENBERG
LOGUE
MARTHA BAKER
HALEY
PHILBRICK
BARRON
SUMNER
IRVING
ROSLINDALE HIGH
PHINEAS BATES
MOZART
LYNDON
W. C. CANNON
MORRIS
ROBERT SHAW
RIPLEY
KILMER
BEETHOVEN
OHRENBERGER


BRADFORD
ANNEX
PAUL REVERE
WOLCOTT
THOMPSON
TAYLOR
TILESTON
LOWELL MASON
CHITTICK
CONLEY
E. GREENWOOD
HYDE PARK HIGH
ROGERS
GREW
CHANNING
FAIRMONT
F.D. ROOSEVELT
HEMENWAY
ELEMENTARY SCHOOL
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL

BROOKS
EDWARD EVERETT
MOTLEY
M. L. KING
MATHER
BURKE HIGH
HOLLAND
GIBSON
CUSHING
ENDICOTT
CLEVELAND
MARSHALL
ROCHAMBEAU
ENWOOD
HOLMES
CHAMPLAIN
STONE
O'HEARN
MURPHY
GIRLS LATIN
WHITTIER
FIFIELD
DORCHESTER HIGH
RICHARDS
KENNY
LEEN
WILSON
STUART
ELEMENTARY SCHOOL
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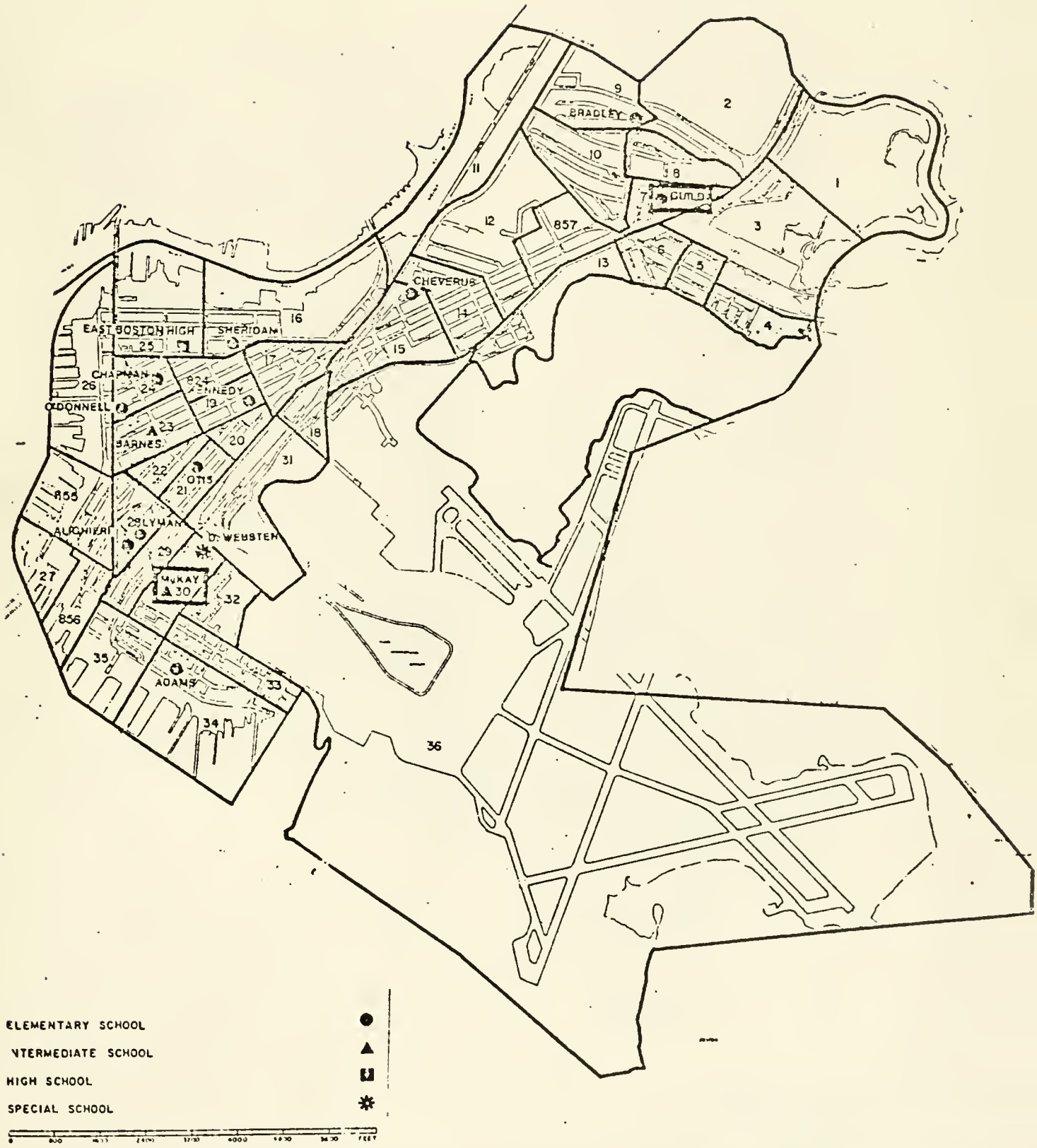
HIGH SCHOOL
SPECIAL SCHOOL

6

ELEMENTARY SCHOOL
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL
FEET
HOAR
BIGELOW
GAVIN
O'REILLY
ANDREW
MICHAEL PERKINS
SOUTH BOSTON HIGH
BURNHAM
TYNAN
TUCKERMAN
HART
DEAN
PERRY
SOUTH BOSTON H. S. ANNEX
DEARBORN
SAMUEL MASON
EMERSON
CLAP
SARAH BAKER
HAWTHORNE
RUSSELL
WINTHROP
PAUL A. DEVER
J. W. McCORMACK

BUNKER HILL
EDWARDS
HOLDEN
WARREN-PRESCOTT
CHARLESTOWN HIGH
KENT
MICHELANGELO
FANEUIL
PRINCE
BOSTON H.S.
COPLEY H.S.
MADISON
QUINCY
LINCOLN
RICE
HURLEY
JOSHUA BATES
CARTER (TEMPORARY)
BACON
MINILTY
DUDLEY
PALMER
DILLAWAY
ROXBURY HIGH
HALE
ELEMENTARY SCHOOL
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL
FEET



BRADLEY
GUILD
CHEVERUS
EAST BOSTON HIGH
SHERIDAN
CHAPMAN
KENNEDY
O'DONNELL
BARNES
OTIS
ALIGHIERI
LYMAN
D. WEBSTER
McKAY
ADAMS
ELEMENTARY SCHOOL
INTERMEDIATE SCHOOL
HIGH SCHOOL
SPECIAL SCHOOL

District IX Elementary Schools
District IX Middle Schools
District IX Middle and High Schools
District IX High Schools

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